DOCUMENT RESUME

ED 424 185 SO 029 533

AUTHOR	Webster-Doyle, Terrence; Russ, Adryan
TITLE	War: What Is It Good For? Peace Education in the Classroom: A School Curriculum.
INSTITUTION	Atrium Society, Middlebury, VT.
PUB DATE	1993-00-00
NOTE	302p.
AVAILABLE FROM	Atrium Society Publications, P.O. Box 816, Middlebury, VT 05753; Tel: 802-388-0922.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Conflict Resolution; Critical Thinking; Decision Making; Elementary Secondary Education; Global Education; *Peace; Problem Solving; Prosocial Behavior; Social Studies; *War
IDENTIFIERS	*Peace Education

ABSTRACT

This unit of materials focuses on understanding conflict, individually and in the social extreme of war. The unit's purpose is to examine the underlying primary factors that create conflict in relationships and explore alternatives for resolution. The 20 lessons include: (1) "The Beginner's Eye"; (2) "Discovering the Wise Master"; (3) "Our Old Brain: Its Fight for Survival"; (4) "I Am What I Think"; (5) "Survival Begins in my Mind"; (6) "Do I Fight or Do I Run?"; (7) "I'll Join a Group!"; (8) "My Group Knows Best!"; (9) "The Enemy: Someone Who's Different"; (10) "The Hero: Someone We Want to Be"; (11) "The Bully: A Person with Problems"; (12) "Fear: The Only Enemy We Have"; (13) "Respect: The Act the Conquers Fear"; (14) "The Real Source of Power"; (15) "Does Your Brain Know Who You Are?"; (16) "The Military Is a Way of Life"; (17) "Can Peace Be a Way of Life?"; (18) "The Challenge: Going Beyond Conflict"; (19) "Our New Brain: It Wants a Peaceful World"; and (20) "Peace Can Happen in an Instant." The lessons are designed to provide procedures and materials needed, along with suggestions for additional activities to supplement the presentation. Lessons allow flexibility for individual settings. (EH)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED 424 185

War: What is it Good For? Peace Education in the Classroom: A School Curriculum.

by Terrence Webster-Doyle

SO 029 533

Published: 1993

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN
MICROFICHE ONLY HAS BEEN GRANTED BY

Fanda Plessl

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

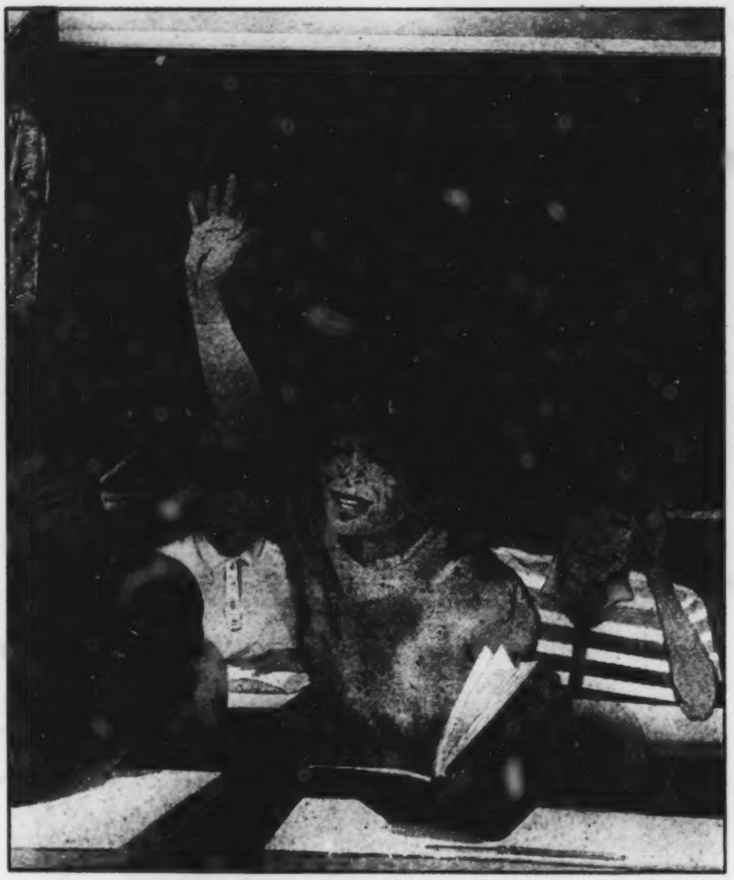
War: What Is It Good For?

Peace Education in the Classroom

A school curriculum

By
Dr. Terrence Webster Doyle
with Adryan Russ

Based on the award-winning
books by Dr. Terrence Webster Doyle



©1993 Terrence Webster Doyle. All rights reserved.

Printed on Recycled Paper

BEST COPY AVAILABLE

PROPERTY OF
ERIC/CHESS
2805 E. TENTH STREET, #120
BLOOMINGTON, IN 47405

WAR:
WHAT IS IT GOOD FOR?

A School Curriculum

by
Dr. Terrence Webster-Doyle
with Adryan Russ

based on the Atrium Society Publications books by
Dr. Terrence Webster-Doyle

©1993 Atrium Society Publications, P. O. Box 816, Middlebury, VT 05753

TABLE OF CONTENTS

Page

Lesson 1: The Beginner's Eye 1

Lesson 2: Discovering the Wise Master 11

Lesson 3: Our Old Brain: Its Fight For Survival 21

Lesson 4: I Am What I Think 31

Lesson 5: Survival Begins in my Mind 41

Lesson 6: Do I Fight or Do I Run? 55

Lesson 7: I'll Join a Group! 67

Lesson 8: My Group Knows Best! 77

Lesson 9: The Enemy: Someone Who's Different 89

Lesson 10: The Hero: Someone We Want to Be 101

Lesson 11: The Bully: a Person with Problems 113

Lesson 12: Fear: the Only Enemy We Have 127

Lesson 13: Respect: the Act that Conquers Fear 139

Lesson 14: The Real Source of Power 147

Lesson 15: Does Your Brain Know Who You Are? 159

Lesson 16: The Military Is a Way of Life 171

Lesson 17: Can Peace Be a Way of Life? 181

Lesson 18: The Challenge: Going Beyond Conflict 191

Lesson 19: Our New Brain: It Wants a Peaceful World 201

Lesson 20: Peace Can Happen in an Instant 209

A GUIDE FOR INSTRUCTORS

Dear Instructor:

Thank you for the work you are doing—teaching young minds to think. Understanding how to deal with conflict in nonviolent ways is not an easy task in today's world, but it is an important one. In order to help young people gain this understanding, it is essential that we help them explore their fears—openly and nondefensively. In so doing, we must be willing to explore our own. Only through this exploration can we understand ourselves and the world of people with whom we share our planet.

We are all aware of the violent ways that have been presented to our children in movie theaters, on television, and for some, much closer—on the streets where they live, and in their homes. As a result, our students have been conditioned to see the world as violent, harmful, and destructive. I believe we are all capable of understanding what causes conflict in relationships and developing nonviolent ways to resolve our conflict. The best tool we have is our minds. Using our minds, we are able to achieve the highest skill we can possibly accomplish: to subdue a potential enemy *without* fighting, to stop a fight *before* it ever begins, to understand that fighting is not the honorable solution to any problem.

If we can learn to understand violence,
we can learn how to resolve it.

We believe the seeds of such understanding are in this curriculum. It has become clear to us that in the past, fighting was the way we learned to survive. Today, our survival depends on *not* fighting.

We are interested in your comments and questions. Please write and tell us how the curriculum works for you. Address your correspondence to:

The Atrium Society Publications
P. O. Box 816
Middlebury, VT 05753

With respect,

DR Terrence Webster-Doyle

Dr. Terrence Webster-Doyle

THE CURRICULUM DESIGN

The Lessons. This curriculum is designed to give you as much information as you need to make the lessons work in your school, with your students. We encourage you to make minor adjustments for your particular students when you feel that some of the specifics do not fit. We have made every effort to keep activities and discussions broad and all-inclusive.

Breakdown. The breakdown is a small overall outline of what each lesson is about, for your reference.

Materials. The list of materials is provided for your convenience in assembling what you will need to engage in the activities and exercises presented in each lesson.

Discussion. We recommend that you allow time for discussion. One of the major goals in this curriculum is to offer students an opportunity to talk about subjects they may not be able to talk about anywhere else. Also, we want to encourage them to feel free to discuss conflict in their lives. If they don't discuss conflict, they will have no chance to learn how to resolve it.

Activities and Stories. We have carefully selected activities we believe will enhance your students' understanding of the principles outlined. If these activities do not work well in your school, please create alternate activities that you think may work better. When reading the stories, make a point of showing students the colorful, expressive illustrations that go along with them. Rod Cameron's drawings show the actions and expressive faces of multi-national students. As you read aloud, allow yourself to be expressively involved in the story, which helps your students become more involved. Feel free to use personal stories from your own life whenever they relate to a situation. *We also recommend that you do the activities and assignments alongside your students.*

Summary. The summary helps you create a successful follow-up for your students to make certain that they have grasped what that lesson has to offer. It also helps you recall the contents of a past lesson.

Addenda. Some lessons have addenda and some do not. The addenda are part of the lessons and provide activities and exercises that are essential to students' understanding of the lessons. We encourage you to use them all.

ACTIVITIES AND MATERIALS THAT SUPPORT THE CURRICULUM

Preparation and Follow-up. It is important to let your students know in brief what you plan to cover in a day's lesson and that *you* be strongly interested in the subject matter. Read the lesson plan well in advance of the day's lesson so that you have time to prepare yourself and your students for what each lesson has to offer. Follow up the day's lesson with the questions provided, or create your own. Their responses will let you know their level of understanding and what you must do to help them take the next step.

Roleplay: A Teaching Device that Works. Young people have many of the same problems as adults, and have to deal with conflict situations that are just as trying as ours (sometimes more so). Many, however, are not as verbal or intellectual as adults. Just as we adults understand concepts better when we see examples, young people need examples even more. When they "play out" examples, the information is more easily absorbed. It is highly recommended that you carefully read the section on roleplay in the addenda of your curriculum so that you can make the best possible use of this dynamic teaching device. In Addendum 6A you will find an explanation of roleplay. We suggest that you read it over and work out a plan in your own mind as to how you will use it. You can use more roleplaying exercises outside the regular curriculum program. Roleplaying once or twice a month can be incorporated into your other studies.

Audio-Visual Help. Any materials, stories, game or audio-visual materials you can bring into the school enhance and simplify the teaching process, especially with new concepts. Search your home, your garage, that bottom drawer you haven't looked at in years. Sometimes the simplest materials can be the strongest aids to teaching: slips of paper, pencils, magazine photos, music, old clothing. Many curriculum activities call upon you to provide these, but we encourage you to use them any time you can.

The Books. The books listed below are referenced in the curriculum. We recommend having them on hand since they contain stories mentioned in the curriculum and present colorful, action-packed illustrations of the points being made in the curriculum. These drawings can be used to elicit more questions, more discussion. An entire discussion can be based on a single drawing. These books may prove even more helpful in designing your own activities and games. They can be ordered from us by calling (800) 848-6021.

Tug of War: Peace Through Understanding Conflict
Fighting the Invisible Enemy
Why Is Everybody Always Picking On Me?
Facing the Double-Edged Sword
Operation Warhawks
Eye of the Hurricane
Maze of The Fire Dragon
Flight of The Golden Eagle

Nonviolent Alternatives. In Addendum 6G, you will find a number of nonviolent ways one can protect oneself. The essence of these alternatives is to learn to resolve conflict without fighting. Lesson 6 will deal with these, but we recommend that you look over these alternatives *before* using the curriculum. Knowing them ahead of time will help you introduce them as early in the curriculum as you like. The more often they are used, the better your students will learn them.

Continuity and Development. Every lesson after the first one begins with a short review of the previous lesson. Using these reviews helps you maintain continuity and flow of the concepts developed. Whenever possible, bring opposing forces together. Help students see similarities instead of differences. Whenever possible, stress that world peace begins at home. When we can resolve our personal conflicts, we, as a people, have a better chance of resolving global conflict because conflict is conflict—the individual conflict is the world conflict. The roots are the same.

Homework Assignments. Every lesson presents an assignment—something the students must do on their own before they return to the next class. We suggest that these assignments be treated as enjoyable work so that students look forward to them and, therefore, get the most out of them. Students are encouraged to think for themselves, but are also encouraged to discuss concepts with others, which will help them develop their own insights.

YOUR CONTRIBUTION

If you have never taught a curriculum like this one before, we want you to know that the most essential requirement to do so is keeping an open mind. All that is required of you as an instructor is that you:

Model all the behavior that you ask of your students. If you ask your students to learn to understand conflict, you must continue your work to understand it too. If you ask them to deal with family members and friends in nonviolent ways, you must strive to do the same. No one is perfect, which leaves room for all of us to improve our level of understanding every day. It is helpful for students to understand that this is an ongoing, lifelong, enlightening process.

Attend to the development of young minds. When you continue to stress that a strong mind is a balance to a strong body, you promote a major concept of this curriculum. The development of a strong mind requires more than rote memory or right and wrong answers to problems. A strong mind learns to think for itself and needs to be encouraged in its growth.

Keep your own mind open to new thinking. When you are willing to examine your own conditioning and allow yourself to learn to handle daily conflict in new ways, you personally enhance this curriculum and help your students learn lessons that will affect their lives, and all our lives.

Respect. Most of us learn to respect others; few of us are taught to respect ourselves. Modeling respect in the school—to yourself and others—will encourage your students to act respectfully in their own lives. As all teachers know, teaching is more than teaching. It is listening, guiding, watching, hearing, paying attention—all of which requires a sixth sense that teachers develop in the classroom. Respect is acknowledging that your students are often your teachers.

Your students' greatest resource is YOU. Any time you can bring in stories or anecdotes from your *personal experience* that relate to the lessons, the better students will relate to the material and the more readily they will be willing to bring their own experiences into the school—which is most desirable. Whenever a student has trouble discussing a personal conflict, that student can be helped enormously by your understanding and by discussing a personal conflict of your own that is similar, revealing how you handled it. In this curriculum, here is what we ask you to remind yourself every day:

- New ways of thinking are very exciting.
- Fun in school is highly desirable.
- A gentle person is not necessarily a weak person.
- There is a commonality in all things.
- Understanding conflict begins within the self.
- Hurtful feelings are conditioned reactions.
- Power and understanding can come from defeat.
- Questions must be encouraged, even if we don't know the answers.
- Judging others creates conflict—inside us, and with other people.
- There is a connection between personal and global conflict.

New Ways of Thinking. This curriculum opens you and your students to new vistas. We believe it provides a challenge for you and your students to create strong minds. At certain times in our lives, we are all bullies, and we are all victims. Knowing how to handle those times nonviolently is our goal. Real power comes from *not* hurting back.

Encouraging students to come up with their own roleplays, their own games and activities, their own nonviolent alternatives, based on their own experiences, teaches them to think independently. When we achieve this, we are already solving conflict nonviolently.

The Quality of Attention. Children are often taught to listen, to pay attention. Generally we ask children to do something we want them to do. Can there be a listening, a state of attention without a motive? A true state of attention, of listening without resistance, occurs when a student feels free and open. A quiet, untroubled mind can listen, and love.

p **Please remember:** all these lessons have one thing in common, even though they may seem to be different, and that is understanding conflict—individually and in the social extreme in that which we call war. The intention of this curriculum is to examine the underlying primary factors that create conflict in relationships. Conflict that can escalate from a minor disagreement to a major global conflict. Our task is to determinate how the two are related—how one is the seed for the other.

Lesson 1

The Beginner's Eye

Breakdown of Lesson 1:

Mental strength comes from being more aware.
The world is not ordinary.
The beginner's eye.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Enough blindfolds for every two students (Scarves, masks are okay. As long as students cannot see through the blindfold, whatever you use is fine).

C. KEEP ALL OF THE FOLLOWING HIDDEN FROM STUDENTS UNTIL ACTIVITY TIME: A table, or a course with markers, consisting of stops or areas—where laid out, in a series, are Station #1: sandpaper; Station #2: something furry; Station #3: a piece of silk; Station #4, a plastic bag; etc., including such other station items as feathers, suede, a stone, a piece of metal, flower petals—use your imagination. The *one essential item* at the end of the course is a large bowl of water (with towel/paper towels).

D. Copies of Addenda 1A, *What's New?*, and 1B,*Ways of Thinking,* for every student.

E. Start a Chart: Ways of Thinking

Introduction

1. *Welcome students to class by greeting them and asking each student to introduce her or himself by name and announce his or her primary hope for what this curriculum will teach, based on the curriculum title. Encourage all responses, and accept each answer with interest as you write them on the blackboard, noting how each response is different from the one(s) before. Treat each one with the respect you would give to any honored friend. Begin by saying:*

   This curriculum "War—What Is it Good for?" is designed to help us look at the world in a new way. For millions of years, we humans have been fighting each other. You and I are going to find out why. When we understand why, we will make an exciting discovery—that you and I have the power to put an end to *conflict* and an end to *war.*

2. The main questions we seek to answer in this curriculum are:

What causes war?
What prevents peace?

3. Our main job in this class is to act like the famous detective, Sherlock Holmes, and do our best to deduce why, after centuries of existence, human beings can grow food, build skyscrapers, find cures for diseases, and send spaceships to the moon, but still find it difficult to live in harmony with our fellow human beings.

4. Sherlock Holmes, known for his "brilliant deductions," begins with a fact or idea that is already known and accepted and then uses that fact or idea to find out something new. He starts with a thought that is general, and then deduces a new piece of information that is specific.

EXAMPLE

General Concept:
We have had war in this world ever since
we've had human beings.

Specific Deduction:
Therefore, can we deduce that human beings
must be responsible for war?

☐ What's the general concept?

☐ What's the specific thought deduced from this concept?

☐ When we deduce, do we know yet if what we have deduced is absolutely true? Is there proof?

5. Some things we know for sure; i.e., the world is round. We didn't always know this, but we do now.

Some things we do not know for sure. We cannot declare something the truth when we do not know for certain that it is. So, we deduce. We guess. We think about it. We look for an answer.

When we deduce, we are *in search of* the truth.

6. This curriculum is about searching for what is true. When your mind is open to searching, it becomes stronger. Keep your mind open like a newly plowed field. If your field is fertile, the seeds will grow.

7. If it is true that human beings create war, perhaps the best way to begin our search for the truth is to ask:

What are human beings doing that creates war?
What are human beings doing that prevents peace?

8. We can even get more specific and ask *ourselves:*

What am I doing in my life that creates war?
What am I doing in my life that prevents peace?

9. In this curriculum, we will search for answers to these two questions. We begin by looking at the two main parts of us human beings that create either war or peace: our bodies and our minds.

10. Some of us humans spend a lot of time working on strengthening our bodies. It is important to have a strong, healthy body.

☐ What are some of the things we do to strengthen our bodies?

Aerobics
Dance lessons
Martial arts
Weightlifting
Sports
Walking
Running
Stair climbing
Swimming
Skiing

☐ What are some of the things we do to strengthen our minds?
Encourage all responses, such as: read, think, listen to others' perspectives.

11. We will need to have a strong, clear, intelligent mind to understand how we create war and prevent peace.

Mental Strength Comes from Being More Aware

1. A balanced human being has a strong mind as well as a strong body.

☐ What is a strong mind? *Ask students to define this. Encourage and acknowledge all responses.*

A mind that can think clearly.
A mind that can make decisions.
A mind that sorts through information.
A mind that listens and learns.

☐ Who do you know, or know about, who has a strong mind?

Allow students to name some people.

☐ Why did you choose this person? How can you tell he or she has a strong mind?

My father always says exactly what he thinks.
Martin Luther King, Jr. helped the cause of peace, risking his life.
A firefighter entered a burning building to save my sister.
My mother has a hard job, but she does it really well.
A man called a policeofficer some pretty awful names, and the policeofficer didn't arrest him.

2. When we develop a strong mind *along with* a strong body, our strength increases.

☐ Do you think a strong mind has to do with how well you do math or how easily you grasp astrophysics?

☐ Do you think a strong mind is one that is AWARE of itself and its surroundings and open to learning new things?

3. Being aware comes from paying attention to the world in and around us, listening to thoughts and feelings inside us, and listening to those thoughts and feelings of others.

☐ Does it take practice to throw a terrific football pass?

☐ Do you think it takes practice to listen to thoughts and feelings and be aware of them?

The World Is Not Ordinary

1. Every day our life consists of certain main activities:
   We think thoughts.
   We have feelings.
   We speak words.
   We take actions.

2. We are so accustomed to what we say, think, feel and do, that often we are not aware of the *effect* our thoughts, feelings, words and deeds can have.

3. Such an awareness begins with seeing the world in new ways. The following activity is designed to help us do this.

Activity: **Beginner's Touch.** *This activity demonstrates how we, as creatures of habit, sometimes forget that "ordinary" things aren't ordinary at all. It should be done as fun, with enthusiasm, and students must be assured that there is no danger.*

✓ Divide students into pairs. Bring out the blindfolds, and give one to each pair.

✓ Ask pair to decide quickly who will be the Leader and who will be the Follower.

✓ Ask the Followers to put on the blindfolds.

✓ Announce that the Leaders will lead their Followers through a pre-planned course.

✓ Tell Followers that they will touch and feel whatever their Leaders guide them to. Stress that there is nothing dangerous (weird perhaps, but not dangerous). Stress that they can speak, but they must not say anything that gives anything away to the Followers behind them.

✓ NOW, let unblindfolded students see the course, or table, you have prepared for this activity, that you have kept hidden until now. Conduct students through this course quickly so there is time only for them to experience, not think or act.

✓ Line the pairs up. Start the first pair at the first marker. Then have the pairs follow, in order. Allow students to experience each station and then move on, quickly. The bowl of water should be last.

✓ Pay special attention to how students respond when putting their hands in the water. Are they surprised?

✓ After each pair has gone through the course, ask the Followers to go through the course again *without* blindfolds.

Discussion: *When all the Followers have gone through the course a second time, invite the students to sit. Ask:*

1. While wearing your blindfold, what was your reaction when you first touched the water?

2. Why were you surprised? What was it about the water that made you respond differently? *The water was new; you had no expectation.*

3. When you touched the water without your blindfold, did you respond in the same way? Why? *You knew what to expect.*

4. Which experience was more exciting? Why?

5. Do you feel experiences are more exciting when you *don't* know what to expect?

6. Are you sometimes frightened when you don't know what to expect?

7. How often do you look at life around you with no expectations?
   Walking to school gets boring. The same route every day.
   We'll probably argue at the dinner table. We always do.
   My summer vacation days are always the same.

8. When was the last time you looked at something that's around every day, and were surprised by it?

9. Do you think we sometimes react to people, places and things around us in a way that makes them old, familiar, dead?

10. Why do you think it might be important to look closely at people, places and things around you, with no expectations, as if they were brand new?

Assignment #1:
What's New?

Pass out copies of Addendum 1A, What's New? to all students. Read instructions out loud. Tell students you are going to do the exercise too. We encourage teachers to do exercises with students.

The Beginner's Eye

1. We are here to develop our understanding of what creates war, and what prevents peace. To develop a new understanding, it is helpful to look at the world with a "beginner's eye."

   ☐ What do you think it means to have a "beginner's eye"? *Write short responses on blackboard. Guessing is all right.*

☐ Would you agree that it's looking at people, places and things in a different way than you have before?

☐ What are some of the ways you have seen the world with a "beginner's eye"? *Explore this. Give students hints if they need them:*

How did you feel when you first saw a plane take off?
When you first saw a sunset?
When you did a science experiment that worked?
When you received a gift you didn't expect?
When you were so happy, you cried?

☐ Do you think some people do NOT have a "beginner's eye"?

☐ Do you think we all have a "beginner's eye" but don't use it often?

☐ What are the advantages to seeing the world with a "beginner's eye"? *Encourage responses. Give hints, if necessary:*

There is always something new to learn.
You are never bored.
Every moment becomes a new opportunity.
You see things more clearly.
You develop new levels of understanding.

☐ How does a person with a "beginner's eye" see differently from other people? *Encourage responses. There are no "right" or "wrong" answers.*

☐ What do you think having a "beginner's eye" can do for you? At home? In school? On the street? *Encourage any and all responses.*

2. Here is an equation to look at with your "beginner's eye":

Write on the blackboard:

1 + 1 = 3

☐ Is this correct? *Encourage responses..*
What is the "correct" answer? *2*

☐ Is it true that when a man and woman decide to have a child, 1 + 1 = 3?

☐ Is it therefore possible that 1 + 1 can equal 3?

3. Here is a chance to use your Sherlock Holmes minds.

   ☐ When I wrote 1 + 1 = 3 on the blackboard, were you absolutely positive this equation was not correct?

   ☐ Why did you believe that it was not?

   ☐ Were you going by what you've always believed about 1+1?

   ☐ Were you observing all possible clues to help you make a brilliant deduction?

   ☐ Did your thinking change? How did it change?

   ☐ Were you presented with a *new way* of looking at this equation?

4. This new information does not make 1+1=2 not true. It merely expands your thinking about what can happen when you put one and one together.

To understand this new concept of 1+1=3,
all you have to do is look at it
IN A DIFFERENT WAY FROM HOW YOU LOOKED BEFORE.

5. When you have a "beginner's eye," you are continually looking at yourself, your thoughts, your actions in a different way from how you looked at them before.

We sometimes think of a beginner
as someone without information, someone who *doesn't know.*
But with a beginner's eye, *we can look* at the world as if it were new,
and *see* things other people don't see.

6. To understand what causes war and what prevents peace, we need to look at the world with a "beginner's eye."

Start a Chart: *Pass out copies of Addendum 1B, which has the first entry already filled in.* **Let's start a chart that we will keep throughout this course, called "Ways of Thinking." We'll make an entry on this chart every time we find a new way of looking at the world around us.**

Old Way	**New Way**
1 + 1 = 2	1 + 1 sometimes equals 3.

Keep a large, visible chart in class so that additions can be made with frequency, any time a student has discovered a new way of thinking.

Summary of Lesson 1

1. Our focus in this curriculum is to understand what causes war and what prevents peace.
2. We will strengthen our minds, which is just as important as strengthening our bodies.
3. To understand a new concept, it is often important to look at things in a different way from how we have looked before.
4. Ordinary things are not as "ordinary" as they appear.
5. When we use our "beginner's eye," we see the world in new and different ways.
6. We are learning to think the way Sherlock Holmes did—deducing specific information from general information we already know.
7. Every day we speak words and we take actions.
8. We often are not aware of the power behind our words and actions and how they create conflict in our lives.
9. Every day there is a world full of new ideas and objects for us to see. We have only to use our beginner's eyes to see them.
10. A beginner's eye is something we want to have all our lives. It helps us see concepts and solutions many others do not see and makes our eyes more powerful.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

✩ What is conflict?
✩ We are more than we think!

Don't forget your assignment: **What's New?**

Lesson 2
Discovering the Wise Master

Breakdown of Lesson 2:

We are what we think we are.
When we don't like ourselves, we create conflict.
What is conflict?

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. A hidden mirror, either large floor size, or hand-mirror, large enough for a person to see his or her face. This mirror MUST be hidden so that only ONE STUDENT AT A TIME sees it at the designated time.

C. Copies of Addenda 2B, *What Is Conflict?*, 2C, *The Conflict Around Me*, and 2D, *We Create Conflict!*, for every student.

D. Start a Chart: The Things I Don't Like about Myself.

Review: Welcome students to class. Conduct a small review, asking:

☛ What two activities do we engage in every day that affect whether we have war or peace in our lives?

☛ What does it mean to have a beginner's eye?

☛ Is it good to be a beginner? Why?

☛ What does it mean to have a strong mind?

☛ How do we figure out what's best? What part of our bodies must we use to determine the best way?

Presentation Of Assignment 1:
What's New?

Ask for volunteers to go first. If there are none, ask students, one by one, to stand and read their discovery; or YOU can go first. After all are read, ask:

1. Were some people's discoveries similar to other people's discoveries? Which ones?

2. Were some of our discoveries very different from others? How were they different?

3. Did this assignment cause you to look at the world around you in a new way?

4. Can you see any benefits from seeing the world in a new way?

5. Do you think looking at the world in a new way could help prevent war? How?

We Are More than We Think We Are

Activity: **The Wise Master**

✓ Announce that today you have a special treat for the students. You are going to introduce them, one by one, to a great Wise Master.

✓ Ask the students to form a neat and orderly line.

✓ Have a wall mirror hidden behind a curtain or door; or place a hand mirror, face down, on a table behind a curtain or door. Choose a mirror that cannot be recognized as a mirror from the back. This will heighten their surprise, which is an important element.

✓ Send in one student at a time to either look at the wall that has something on it, or lift up the object that is face-down on the table. Ask them to look at the Master for about 30 seconds. Then ask them not to make any noise, to please keep the secret. Tell them you will ring a bell, or make some sound, when it's time for them to come out.

✓ Ask each student who returns not to reveal anything about their meeting with the Wise Master. When they return, ask them to please sit quietly until everyone has had a turn. If they come out giggling or embarrassed, encourage them to remain quiet—to keep the secret.

Discussion: *After each student has been to see a Wise Master, and is now seated, ask:*

1. What did you think of the Wise Master?
2. Do you feel like a Wise Master? Why?
3. Why would I be more of a Wise Master than you are?
4. Why would anyone be more of a Wise Master than you?
5. Do you find it difficult to respect yourself as worthy of being a Wise Master? Why?
6. Do you find it difficult to respect others as worthy of being Wise Masters? Why?
7. Do you think it may be difficult to show respect towards others without respect for yourself? Why?

1. A Wise Master is someone who:
   - Is aware
   - Thinks for him- or herself
   - Can handle conflict in an intelligent way.

   ☐ Do these qualities describe YOU?

   ☐ Are you looking at yourself with a beginner's eye?

   ☐ If these qualities do NOT describe you, do you think that they COULD describe you?

   ☐ Do you think that you will need to understand conflict in yourself in order to end it (that you can be a Wise Master for yourself?)

2. A Wise Master understands that we all make mistakes, and that life is an opportunity to learn and grow from our experiences.

   ☐ Do these qualities describe YOU?

   ☐ Do you think these qualities describe all of us, at one time or another?

   q Do you think that someone else can understand conflict for you (that they are a Wise Master for you?)

Tell the students that in order to understand conflict for themselves, they will need to be their own "Wise Masters" and doing this activity will prepare them for the parts to come.

Story: Read aloud "The Test of the Wild Horse," Addendum 2A. (This story is also found in *The Eye of the Hurricane,* by Dr. Terrence Webster-Doyle, p. 29. Show illustration, if you have book.)

Explore the Story:

1. How did the first student get to the other side?
2. How did the second student get to the other side?
3. What did the third student do that was different?
4. Did she copy what the students before her had done?
5. Did she think for herself?
6. What was the source of the first two students' power?
7. What was the source of the third student's power?
8. Did the third student call upon her own personal resources to get to the other side?
9. Did she trust in her own abilities?
10. Did she act like a Wise Master?

When We Don't Like Ourselves, We Create Conflict

Start a Chart: **The Things I Don't Like about Myself**
Let's put together a chart listing one quality each that we don't like about ourselves. *Ask students to raise hands or shout out one quality at a time that you can write on the board or chart. Then go down the list and ask:*

1. *Say this in a joking manner:*
Look at this list of terrible qualities! Aren't we awful?
2. Does it make you feel good or bad to see this quality about yourself?

3. By not liking yourself, do you feel inferior?

4. What or who has made you feel inferior? Someone you know? You?

5. When you do not like yourself, do you create conflict in your mind?

6. What is the conflict you feel?

7. How does not liking yourself create conflict in you?

8. Is the conflict between accepting who you are and trying to be someone you are not, living up to an image of what you should be because you don't like who you are?

What Is Conflict?

1. Conflict is a human feeling. It creates pain and suffering, both individually and globally. If we judge it as "bad" we cannot learn how we create it. When we are in conflict, we cannot focus our total attention on who we are and where we are. *Pass out copies of Addendum 2B, What Is Conflict?, to all students.*

2. Conflict is being in two places at the same time:

   I'm here talking to you, but I'm upset about an argument I had with my father yesterday.

   You're telling me good news, but I'm worried about how well I did on my math exam.

3. Inner conflict is a division in your brain:

   I'm bad, but I want to be good.
   I want to please my parents, but I want to do what I want.

4. When I try to get rid of that "bad" part of me, I create more conflict, because that "bad" part of me is me! I can't get rid of it!

   I *won't* think these bad things!
   I *won't* want to hurt that bully!
   I *won't* yell at my brother, because my parents will get angry!

Activity: **The Conflict Around Me.** *The purpose of this activity is to help students begin to identify conflict in others and verbalize what it means to be in conflict.*

✓ Pass out copies of Addendum 2C, *The Conflict Around Me,* to all students.

✓ Read through each item and ask students to fill in the blanks. There is no "right" or "wrong" answer. The only answer anyone can give is an honest one.

✓ Give students 5-10 minutes to fill these in. When you call time, ask each student to select one of the conflicts and go around the room so that each student contributes one conflict situation. Then ask:

☐ What are some signs you've seen that tell you this person is in conflict?

☐ Are there physical signs? Mental signs? Can you tell from the words they speak? The actions they take?

☐ What does conflict sound like?

☐ What does conflict feel like?

☐ Have the people involved in this conflict been acting their best?

☐ Have they apparently been in two places at the same time?

☐ When you are around conflict that involves you, how do you usually respond?

Inner Conflict Can Lead to Outer Conflict

1. If I judge myself to be bad, do you think:

☐ I will not judge others?

☐ I will judge others to be good?

☐ I will judge others to be bad?

2. When we judge *ourselves* to be bad, there is a good chance we will judge others the same way. Inner conflict can lead to outer conflict.

   ☐ When we are faced with any situation we perceive as dangerous, what is our immediate response?

   ☐ When we immediately want to escape, can we always do so?

   ☐ When we cannot escape, what do we do?
   Encourage all responses; there are no wrong answers, only honest answers from real-life experiences:
   We look for any way out we can find.
   We want to be winners, and we look for a way to win.
   We lie.
   We refuse to accept responsibility.
   We blame others.

3. When we blame others in order to "save" ourselves, we create conflict.

   ☐ Does saving ourselves generally mean also saving others?

   ☐ Does saving ourselves generally mean blaming other?

   ☐ Does blaming others create conflict in our minds?

   ☐ Does blaming others create conflict between ourselves and anyone we blame?

   ☐ How do you feel when someone blames you for something you do not feel responsible for?

   ☐ Have you stopped to think WHY someone might be blaming you?

   ☐ What advantages do you think there are in examining WHY someone might be blaming you?

4. There are four ways that we blame others, all of which create conflict:

   Scapegoating. Our brain thinks that something outside itself is the cause of its problems. It blames others for its own suffering.

   > "You (person, country, religion, group) are the reason I feel this way." We use that person or thing as a "scapegoat."

Prejudice. Many of us are conditioned to believe that some people are better than others and some people are worse. We pre-judge people because we have an image "stuck" in our brain, and through that prejudiced image, we look at the world.

> "You (color of skin) people are bad."

Stereotyping. This is conditioned thinking that labels and categorizes people. The brain gathers information about one person, then bases its judgment of others in the same group by this one.

> "You (group of people) are all stupid."

Projecting. Just as a movie is projected onto a movie screen, this form of thinking *projects* what we have said or done onto someone else. Often it's something we don't like in ourselves that we want to get rid of. Our brain accuses others to hide our own feelings of guilt.

> "You (person, country, religion, group) are different from us (one group, country, religion), therefore you are a threat to us and must be our enemy."

5. These thought patterns have been lodged in our brains for years. This knowledge is so much a part of us that we often cannot separate ourselves from it.

6. We forget that there are two sides to any conflict, and that we are one-half of it. We put the blame on "him," "her" or "they," instead of looking at what part WE played in the situation. And when we do this, we create conflict.

☐ Can you see how blaming someone else creates conflict?

☐ Do you think you have created conflict by blaming someone for something?

☐ Can you see how blaming someone could start a war?

Assignment #2:
We Create Conflict!

Pass out copies of Addendum 2D, We Create Conflict! Read instructions out loud.

Summary of Lesson 2:

1. Each of us can be a Wise Master. We are more than we think we are.

2. A Wise Master is someone who is aware, who can think for her- or himself and can handle conflict in an intelligent way.

3. We all make mistakes, and we all have room for improvement. When we make mistakes we have an opportunity to look at what we have done and learn from it.

4. Each of us has inner insight that we do not always use; when we do, we can be a Wise Master.

5. We all have many things we don't like about ourselves, and every time we feel this dislike, we create conflict in our minds.

6. Conflict is a human feeling. If we judge it as bad, we cannot learn from it.

7. Inner conflict is a division in our brain between what we experience now and something we experienced in the past, or something we fear might happen in the future.

8. When we try to eliminate what we consider our "bad" characteristics, we create more conflict!

9. Inner conflict can lead to outer conflict. Feeling inner conflict, we project, stereotype, show prejudice, blame others by scapegoating.

10. There are two sides to every conflict. It is helpful to become aware of what part WE play in a conflict situation.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ How are we similar to early human cave creatures?
- ✩ Why do human earthling creatures like to fight?

Don't forget your assignment: **We Create Conflict!**

Lesson 3

Our Old Brain: Its Fight for Survival

Breakdown of Lesson 3:

The instinct we all have in common.
Are we like our early human ancestors?
The things we do to survive.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of book, *Tug of War,* by Dr. Terrence Webster-Doyle.

C. A hat or bowl filled with slips of paper, on each of which is written a situation that threatens survival. (See Addendum 3A, *I Want To Survive!)*

D. Copies for each student of Addenda 3A, *I Want To Survive* , and 3B, *My Survival Techniques!*

E. Start a Chart: Competition—Does It Help or Hinder?

Review: Welcome students to class. Ask:

☛ Name a Wise Master you know!

☛ What is a Wise Master capable of doing?

☛ What is inner conflict?

☛ How can inner conflict affect outer conflict?

☛ What's the most important thing to remember when we are involved in a conflict situation?

THOUGHT FOR THE DAY:
We are what we think;
what we think creates the world.

Presentation of Assignment #2:
We Create Conflict!

Ask each student to read his or her assignment. Ask for volunteers. Write any "new ways of thinking" on the board, and add them to the chart (Addendum 1B). After all have read, ask:

1. What do you deduce about scapegoating that you never thought of before?
2. Do you think prejudice is something people learn or something they feel naturally?
3. What do you think are the dangers of stereotyping someone? What kind of conflict does it cause?
4. Why do you think we might project something we believe onto someone else without really knowing what that other person believes?
5. Do you think these four causes of conflict could cause a situation to escalate into a war? How?

The Instinct We all Have in Common

1. We humans spend a lot of time looking at how other people are different from us. There are many ways we are the same.
2. No matter who we are, and no matter what information is stored in our brains, the things we say and do are based on a basic human instinct we all have in common. What do you think it is?
    - ☐ When you are hungry, what do you want? *Food.*
    - ☐ When you are thirsty, what do you want? *Water.*
    - ☐ Why do you want food and water? *I'm hungry. I'm thirsty.*
    - ☐ Why do you want to feed that hunger and thirst? *To stay alive. To survive.*
3. When we are in conflict, within ourselves or with another person; when we compete to be number one, the smartest, the most popular, the best athelete; when one gang fights another gang; when our country goes to war with another country—all we want to do is: Win! Stay alive! Survive!

4. The basic instinct we all share as human beings is: to survive! This is a good instinct! But there is more to life than surviving!

5. Each of us still has an old, primitive brain, perhaps passed down to us from the very beginning of human beings—the same brain that was in cave people long ago. This old brain doesn't ask questions. It wants food when your body is hungry, water when your body is thirsty, and safety when your body feels it is in trouble. It helps you survive.

Your old brain is a survivor.
It's not a peacemaker!

Discussion: Let's say that a bully is coming towards you. You feel afraid and don't know how to handle this situation—you feel all you can do is to run away or try to stand up to the bully by fighting. You feel your heart beating fast and your palms sweating. You want to run or fight but you are too afraid to move. What is happening to you in this situation? You are afraid of being hurt so you want to survive by running or fighting. This is the primitive brain operating. What it doesn't show you is how you can get out of the potential conflict without fighting or running.

1. Have you ever felt like this before? How did it feel?

2. Do you think this kind of fight-or-flight reaction helps resolve the conflict successfully? If no, why not?

3. Does this kind of reaction create global conflict between nations? If so, how?

Story: I am going to read a story called "The Saber-Toothed Tiger's Revenge." It takes place hundreds of thousands of years ago, when the earth had little more than animals, earth and sky. Human creatures didn't have much to protect themselves, and had to be alert constantly just to stay alive. Every minute of every day was a battle for survival. *As you read the story (Tug of War, p. 4), bring it to life with your interpretation, making it as real as possible for the students. Show students the illustration.*

Explore the Story: After reading the story, ask:

1. Is the atmosphere of this story one of war or peace?

2. Were these creatures afraid? What were they afraid of?

3. Did the human creatures protect each other?
4. How did they sense danger?
5. How did they behave when on the attack?
6. Did the human creatures rest much? Why?
7. Do you think they had beginner's eyes?
8. Did they use their beginner's eyes more than we do? Why?

Are We Like our Early Human Ancestors?

1. It's hard to believe that modern humans were once the ape-like creatures in the story you just heard. It has taken *hundreds of thousands* of years for this evolution from those creatures to the creatures we are now. We are different, but some of their ways have stayed with us. *Write these ways on the board as you discuss them.*

We protect our own groups (family, race, religion, nation = tribe or clan).

☐ Did the cave beings protect their groups?

☐ Do we protect our groups?

☐ How do we protect our groups? *Encourage responses from students, giving them hints if they need them:*
"Family comes first."
"Don't hang around with them."
"Only marry within your group."
"My country over all."

We are territorial.

☐ Were the cave creatures territorial—protective of their groups, land, and property?

☐ Are we territorial?

☐ How are we territorial? *Encourage responses from students, giving them hints along the way, if needed:*
"This is MY house. You don't belong here."
"We must protect our borders!"
"These art treasures represent our national ancestry."
"This is our holy land. You are intruders!"

We compete with other members of our own species.

☐ Did the cave creatures compete with members of their own species—for food, territory?

☐ Do we compete with members of our own species?

☐ What are some examples of one person competing with another?
"I can make more money than you can."
"I can have more power than you can."
"I have more possessions than you do."

☐ Do you think it's unusual for one person to compete with another?
It happens in sports.
It happens in families.
It happens in school classrooms.
It happens between companies.
It happens between countries.

Start a Chart: **Competition—Does it Help or Hinder?**

Do you think there are good times to compete and other times that are not so good? What are some examples of each? *Write the following titles on the board or on a large chart, and let students call out entries.*

Positive Competition	Negative Competition

2. Although hundreds of thousands of years have passed since the days of the cave creatures, these three aspects of human behavior—protect our groups, protect our land, and compete with members of our own species—have remained. A familiar thread runs through these.

☐ Why do you think we are protective of our groups?
To keep them safe.

☐ Why do you think we are so territorial about our belongings and property? *To make sure nothing happens to them.*

☐ Why do you think we compete with each other? *To be best!*

☐ Do you see a common thread running through all of these?

☐ Is it possible that they all have as their basic instinct: survival?

The Things We Do to Survive

1. Think of something you did today, and there will be a good chance that you did it to win, to overcome, to survive.

   ☐ What did you do today?
   Ate food.
   Stopped at a red light.
   Did my homework.
   Did what my mother told me.
   Ran away from a bully.

   ☐ How did this help you survive?

   ☐ Here's what I did to survive today:
   Took vitamins.
   Locked the door before I left home.
   Put on my seat belt in the car.
   Wore warm/cool clothing.
   Bought homeowners' insurance.

2. Much of our day-to-day activity is based on surviving:

   We go to school to learn, partly so we can find work.
   We go to work so we can pay our bills.
   We clean our houses so they don't decay or fall apart.
   We buy clothes to protect us from heat, cold, being arrested.
   We sleep at night to get enough rest to keep us healthy.

3. Would you agree that our major instinct is to survive?

4. If it's true our major instinct is to survive, why do you think we fight?

ANOTHER THOUGHT FOR THE DAY:
Is global conflict created by our
identifying with particular groups?

- ☐ When you argue with a family member or friend, does your arguing have anything to do with survival? In what way?
- ☐ Is this a different kind of survival?
- ☐ What specifically do you want to survive? Your body? Brain?
- ☐ Do you want your opinion to survive? Why?
- ☐ Could it be that if you don't "win" an argument, your opinion fails and you feel worthless, as if you've been destroyed?
- ☐ How does it feel to "lose" an argument? *Encourage all responses. Feelings of loss are not often discussed. Tell students that it's okay to guess about how losing feels. Words about feelings don't always come easily.*

5. What about fighting, winning and losing on a larger scale—a global one?
    - ☐ What do you guess would happen if five of us disagreed, each of us wanted to survive, and we argued about which of us deserved to win our argument?
    - ☐ What do you guess would happen if five *million* of us who wanted to survive argued and fought? Is there a difference?
    - ☐ Do you think an argument among five people can lead to an argument among five million?
    - ☐ Do you think deciding to go to war is about survival? How?
    - ☐ Do you think many people believe we won't survive if we *don't* go to war?
    - ☐ What's the difference between how you feel when you've "lost" an argument and how a government feels when its leaders have "lost" an argument with another country?
    - ☐ Do you think the feelings are the same?
    - ☐ Do you think the outcome would be different? How?

Activity: **I Want to Survive!** *In this activity, students will be required to respond instantly to crisis situations to determine what methods they use to survive.*

- ✓ Fill a hat or bowl with slips of paper, on each of which is written a situation that threatens survival. *(See Addendum 3A, I Want to Survive!)*

- ✓ Ask one student at a time to select a slip of paper. Tell them to read it aloud and respond immediately with:

  "I want to survive! In this situation, I will..."

- ✓ Go around the room and make certain that each student gets a turn at this activity.

- ✓ Write on blackboard a short summary of the way each student handles the situation. *Ran away, fought, used trickery, got help.*

- ✓ Ask students to throw their slips of paper back into the hat. Tell them they will be used again in Lesson 5.

After the activity, ask:

1. What is your first thought when you are in danger?
2. Where do you get the information you have that helps you decide what to do to survive?
3. Is your solution usually spontaneous or thought out first?
4. Is your solution usually something you were taught by your family, someone in school, television, or movies?
5. How do you decide what you will do? *Get several responses. Write them on the blackboard.*
6. Do you see any patterns in our responses? What are they?
7. Do you think some people lie to survive?
8. Do you think people blame other people in order to survive?
9. Would you go to war to survive?
10. What does survival mean to you?

Assignment 3:
My Survival Techniques!

Pass out copies of Addendum 3B, My Survival Techniques!, to all students. Read instructions out loud.

Summary of Lesson 3:

1. We are different from cave creatures who lived hundreds of thousands of years ago, but we have kept some of their ways.
2. We still protect our groups, we are territorial, and we compete with members of our own species.
3. There is positive competition and negative competition.
4. Almost everything we say and do relates to the fact that we want to survive.
5. Whenever we are in danger, our first instinct is survival.
6. Our "old" brain is more concerned with finding us a way to survive than with finding a peaceful resolution to our conflict.
7. Some people lie to survive, and some people blame others in order to survive.
8. We fight when we get into conflicts, but fighting doesn't help our survival—fighting threatens it.
9. We fight because we believe we will "lose" something if we don't.
10. Global conflicts are started by people who identify so strongly with a particular group that they divide themselves from the rest of the human race and therefore feel the need to protect and defend their group.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ The difference between heaven and hell!
- ✩ How our mind is like a computer!

Don't forget to bring in your assignment: **My Survival Techniques!**

Lesson 4
I Am What I Think

Breakdown of Lesson 4:

The difference between heaven and hell.
Your brain is like a computer.
The self we have in common.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Why Is Everybody Always Picking on Me?* by Dr. Terrence Webster-Doyle.

C. One easy-to-peel orange for every four students. (Any substitution that makes use of all five senses is acceptable.) Paper towels/napkins.

D. (Optional) Pieces of carrots, an apple, a grapefruit.

E. Copies of Addenda 4A, *Your Brain Is Like a Computer,* and 4B, *Earth to Command Center: Come In!* for each student.

Review: Welcome students to class. Ask:

☛ What is the basic instinct we all have in common?

☛ How long have we human beings had this instinct?

☛ Are we like our early human ancestors? In what specific ways?

☛ Why do we human beings compete with each other?

☛ Can competition threaten our survival rather than help it?

Presentation of Assignment #3:
My Survival Techniques!

Ask for volunteers to go first. If there are none, ask students, one by one, to stand and read their survival technique; or YOU go first. After each student reads, ask:

1. Are some people's techniques like other people's techniques?

2. Are some of our techniques very different from others' techniques? How are they different?

3. Did this assignment make you more aware of how you might handle a conflict?

4. Did you get any insight as to whether you feel comfortable with the way you might handle a conflict?

5. Can you see benefits in handling conflicts peacefully?

The Difference Between Heaven and Hell

Story: Read the half-page story "The Difference Between Heaven and Hell," in *Why Is Everybody Always Picking On Me?*, p. 102. Show students the illustration, p. 100.

Explore the Story:

1. What did the warrior say was the secret of life that he wanted to know?

2. How did the wise man respond?

3. Was the wise man polite and respectful?

4. How did the warrior respond to the wise man's insulting words?

5. What did the wise man show him was hell?

6. What did the wise man show him was heaven?

7. How do you interpret this story?

8. Do you think "heaven" is responding to someone in a peaceful way even if that someone has been insulting?

9. Do you think it's difficult to respond to someone in a peaceful way when that person has been disrespectful?

10. Can you see some benefit in responding to someone in a peaceful way when that person has been disrespectful?

41

Your Brain Is Like a Computer

Every day you and I make decisions that make life either heaven or hell. The decisions we make are based on information we have in our brains. A brain, which is like a computer, is always taking information in, and putting information out. This is how it works:

Input Center.

1. You can probably guess that an input center is one that takes information—in.

   ☐ How does your body take information in? *Encourage all responses. Allow students to figure this out. Give them hints that will help them realize their FIVE SENSES are what enable them to take information in:*

   ☐ Do you take information in through your stomach? Your feet? Your eyes? Your hands?

   ☐ What are your five senses? *Sight, hearing, touch, taste, smell.*

   q Is there a sixth "sense" that you need to have to understand yourself and the world around you? What is it? *Insight.* How is it different from the other senses?

   ☐ What is an orange? Have you seen one? Touched one? Tasted one? Let's describe it, without actually seeing one, using all our senses. *Encourage students to describe an orange. Write responses on the board.*

   AFTER asking the above questions, pass out however many oranges you have brought to class. Allow students to divide each orange into portions so each student can smell, touch, taste, examine the orange. Ask:

   ☐ Can you add anything to our description of the orange that you did not notice before?

   ☐ Have we noticed everything about the orange?

   ☐ Do you think there is an advantage in describing the orange to have it right in front of you?

   ☐ What would that advantage be?

2. **Direct experience** is what we get from all our senses. When we get direct experience, we have immediate, face-to-face contact with a person, place or thing—and that's what gives us the direct experience.

   ☐ Do you think that the best way you can learn about an orange is to have *direct* contact with it? Why?

   ☐ Is direct experience with an orange going to teach you more about an orange than someone telling you about it?

3. Once you have direct experience with a person, place or thing, like the orange, your brain takes in information about it. All the time this information is going in, your brain reviews it. This is called **Thinking.** That computer in your brain is inputting everything you see, touch, taste, smell and hear.

The beginner's eye feeds information
to the brain.

4. If I were to pass out some carrots, your computer brain would take in the same kind of information it took in about the orange. Only NOW, your brain is going to go one step further.

   ☐ Can you guess what it's going to do?

   ☐ Is your brain going to make comparisons?

   This is called **Thought**. When your brain begins to make comparisons between the orange and the carrot, and starts to answer the following questions, your mind is engaged in thought:

   - How is an orange LIKE a carrot?
     Color.

   - How is an orange DIFFERENT FROM an apple?
     Color. Shape. Skin texture. Taste.

   - How is an orange SIMILAR TO a grapefruit?
     Skin texture. Shape.

   - Is what I like about the orange the SAME quality I like about the carrot?

☐ How is thought different from direct experience? *Encourage all responses. Help students grasp the concept by asking questions, rather than by giving them answers.*

☐ Do you think direct experience (your five senses) has a single focus? If so, does thought (your brain), as it gathers information and makes comparisons, have more than one focus?

Command Center.

1. *Pass out copies of Addendum 4A, Your Brain Is Like A Computer."* Through your Input Center (your five senses), you send messages to your brain, which we will call the Command Center of your body. Your brain stores information and sorts this information.

☐ Why is it be important to store and sort all the information your brain takes in? *Explore this question. Encourage all responses.*

☐ Do you think we all sort information in the same way?

Example: Let's say you and I are in an auto accident—you are in one car and I am in the other car. Do you think we will sort the information about this accident in the same way?

☐ Why would we sort this information differently?

☐ Do you think some factors might be:
Point of view?
Level of fear and anxiety?
A strong competitive desire to be "right"?

☐ Once we sort our information, each in our own way, do you think there's a chance we are going to disagree? Why?

☐ Can you see how understanding *why* we sort information differently might help us in such situations as auto accidents? How?

☐ Can you see how understanding *why* we sort information differently might help prevent war? How?

Output Center.

What we say and do is based on the information stored and sorted in our minds.

Example: The day of our car accident, you may say to me, "That accident was *your* fault! You didn't signal when you turned!"

I may say, "The accident was *your* fault. You're the one who wasn't looking where you were going!"

At this point, are we at peace? No! There is a war going on between two people who were involved in the same accident.

Could it be that we are both "right"?

Could it be that we are both "wrong"?

Is it possible that we share responsibility and must be willing to look at each of our roles in this accident?

Discussion: How could we witness the same accident with our five senses, send messages to our command centers about the same accident, and wind up with totally different output?

1. What do you think has suddenly put us on two opposing sides? *Encourage all responses. Gather all opinions. There are no "wrong" answers.*

2. Could this disagreement have something to do with information that's been stored in our brains at another time? *Encourage all responses.*

Assignment #4:
Earth to Command Center: Come in!

Pass out Addendum 4B, Earth to Command Center: Come in! Read instructions out loud. Instructors are encouraged to do assignments.

Activity: **Listening to our Intuition.** *This activity is designed to help students listen to what some call "intuition"or "intelligence."*

- ✓ *Tell students:* There is a lot of information stored inside our brains. Inside us is an intelligence that speaks to us. Most of us are so busy listening to our brains and to what other people tell us, we aren't often aware of that intuitive sense. This sense can help us strengthen our minds. This sense can help us see which words and actions create conflict and make war. So, it is beneficial for us to learn to listen to this intuitive sense.

Ask students to sit in a circle of chairs, or simply sit comfortably wherever they are. Tell them:

- ✓ I am setting a timer for five minutes during which time we will begin our study of "Our Intuition"—the intelligent sense we all have in common.
- ✓ It is best if you just sit and don't say anything. You can close your eyes or leave them open. But focus on listening to an inner sense—a feeling of awareness beyond the chattering of the brain. Pay attention to what it's saying.
- ✓ If you get uncomfortable with the silence, allow yourself to get uncomfortable. Notice how it feels to be uncomfortable. Allow yourself to feel whatever comes up and think whatever comes up. Above all, listen to the sense of understanding inside us.

Set the timer, and sit for five minutes, listening to your own inner voice.

When the timer goes off, ask students:

- ☐ What was racing through your mind as we were sitting? *Encourage all responses. Each response will tell you what each mind was doing—whether it was focused outside itself or inside itself. Common responses could be:*
  - *I kept wanting to burst out laughing.*
  - *I wanted to scream.*
  - *It was too quiet. I couldn't stand it.*
  - *It was peaceful. I enjoyed it.*
  - *I could hear my thoughts. It was scary.*

☐ How many of you found the silence disturbing? Why?

☐ How many enjoyed the silence? Why?

☐ What did you learn in this five-minute period?
Encourage any and all responses.

☐ Did you use your five senses? How?

☐ Does everything have to be quiet for you to hear your "intuitive" sense?

☐ Do you think some people would rather not listen to their intuition? Why?

☐ Is it scary to listen to your intuition? Why?

☐ Do you think if more people paid attention to their intelligent awareness there would be less conflict? More conflict?

☐ Do you think there is something that can be done when your intuitive awareness is not in accord with what your outer person is doing?

Find some time at home, early in the morning when you wake up, before you go to sleep, or some other convenient time, to spend a few minutes being aware of what intuition is telling you.

THOUGHT FOR THE DAY:
Waiting without expectation,
the mind is still, open, and unknowing.

Discussion: Is this the first time you have been aware that you have inner thoughts? What are some inner thoughts you were having during our five minutes of "intuition"? *Encourage responses.*

1. Do you think people listen to their inner thoughts very often? Why?

2. Do you believe it might be helpful to people to listen to inner thoughts more often?

3. How do you think looking at your inner thoughts and thinking about them might help you when you need to make a decision?

4. Do you think we've been encouraged to ignore our own understanding and to depend instead on rules and regulations we've been taught?

5. Why would we be taught to *ignore* our own understanding?

6. Is it possible to learn something without asking questions, without hearing someone tell you answers or what to do?

7. What can you learn about this room and the people in it without speaking a word?

8. Can you tell if someone is happy? Angry? Strong? Timid?

9. Can you tell if someone is about to attack you or hurt you?

10. Do you sometimes have trouble understanding your thoughts and feelings?

11. Do you believe it might help you to listen to your intuitive sense?

12. Do you think it's possible to understand who you are without spending time listening to your intuitive sense?

Have you noticed any new "Ways of Thinking" we can add to our chart (Addendum 1B)?

Summary of Lesson 4:

1. The difference between heaven and hell in our lives often depends on how we handle a situation.
2. How we handle things depends on the kind of information we have stored in our brains.
3. Our brain is like a computer—it has an input center, a command center, and an output center.
4. Direct experience comes from our five senses, which are sight, hearing, taste, smell, touch.

5. Thought is what happens when we review our experience. Our brain stores information and sorts it out.

6. What we think comes out in our words, feelings, and actions.

7. The way one person speaks and acts is different from the way another person speaks and acts.

8. Understanding why we sort information differently can help us understand why we speak and act differently and how speaking and acting differently can get us into conflict.

9. There is an intuitive sense inside us that we all have in common—no matter how different we are. That is intelligence.

10. This intelligence cannot be seen, is silent when you speak, and speaks only when you are silent!

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- How does our conditioning affect our words and deeds?
- How is being in conflict a threat to our survival?
- What does survival mean today?

Don't forget your assignment: **Earth to Command Center: Come in!**

Lesson 5

Survival Begins in my Mind

Breakdown of Lesson 5:

What is conditioning?
Conditioning creates beliefs.
How do we become conditioned?
What does survival mean today?

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Why Is Everybody Always Picking On Me?*, by Dr. Terrence Webster-Doyle.

C. Copies of Addenda 5A, 5B, 5D, and 5E for each student; copy and cut 5C into strips, adding some of your own topics (see Activity, p. 47).

D. Start a Chart: War Words

Review: Welcome students to class. Ask:

☛ What is the difference between "heaven" and "hell" in our lives?

☛ What determines the way we handle things in any given situation?

☛ Why is it important to understand why different people sort the same information differently?

☛ Can listening to our intelligence help us understand ourselves?

☛ Do you think understanding ourselves can help us understand others?

Presentation of Assignment #4:
Earth to Command Center: Come In!

Make a list on the board or on a large chart under the headings: Driver A and Driver B. Ask for a volunteer. Read yours first if there are no immediate volunteers. As each student takes a turn, write abbreviated responses under the proper heading. If two listings are the same, combine them. Give everyone a turn. Afterward, ask:

1. Which of the following did you use to determine what each driver might be thinking: Your beginner's eye? Your brain? Direct experience? Deductive thinking? Your intuition? Survival techniques?

2. Did you feel you got to know the thoughts and feelings of each driver?

3. Did you understand both drivers' positions and see how each one thought he was "right"?

4. Did you tend to agree more with one driver than the other?

5. If you were a judge in a courtroom, how would you settle their disagreement?

Story: Read aloud the story "Do You Mind If I Warm Up?," from *Why Is Everybody Always Picking on Me?, p. 56.* Create a mood as you read it. Show the illustration.

Explore the Story: *After reading the story, ask:*

1. Why was the bully picking on the smaller boy?

2. Would you have acted as the younger boy did, or would you have acted differently?

3. What is the difference between the way the young boy acted and the way you would have acted?

4. If you had run away instead of acting as the young boy did, do you suppose the difference between you is the way you have been taught to respond to a threat?

5. Has someone taught you to *run away* in the face of danger?

6. Have you been taught to *fight* in the face of danger?

7. Is either of these ways "right" or "wrong"?

8. What do you think is the best way to act when threatened?

What Is Conditioning?

1. We do not live in a peaceful time. There are battles going on around us everywhere in the world.

   ☐ What are some examples you see every day?
   Television news broadcasts
   People in line at the supermarket
   People battling on city streets
   Fights between neighbors, families and friends
   Fights in the schoolyard
   In history class, we study wars and battle dates

   ☐ Do you sometimes feel there are so many battles going on, war never stops?

2. Because the times in which we live are not peaceful, there are not only battles going on around us, there are battles going on *inside* us.

   ☐ Are there people telling you to be one way, and other people telling you to be another?

   ☐ Do you sometimes struggle between doing what's expected of you and doing what you want to do?

   ☐ Do you feel you want to live your life a certain way, and you are definitely NOT living it that way?

Start a Chart: **War Words**
Pass out copies of Addendum 5A, War Words. Tell students: Let's call out some war words or phrases that cause us to flare up—at home, at school, on the street—something that somebody says to you that makes you want to explode. What are some phrases that really make you angry? *Offer some examples to trigger their thinking, and invite them to come up and write their responses in a left-hand side column:*

War Words
"Get a haircut, you freak!"
"Don't be stupid!"
"Get out of here, you bum!"
"You don't know what you're talking about!"
"Why can't you be like your brother?"
"Can't you understand anything?"

As they call them out, write as many as you can on the board or chart. Ask:

- ☐ What happens inside you when you hear these words?
- ☐ Why do you think these words upset you? They are only words, right?
- ☐ What do you think of the statement: "Sticks and stones may break my bones, but words will never hurt me!"?
- ☐ Do certain words make you want to fight? Go to war? How can words make you want to do that?
- ☐ Do you think you may be *conditioned* in some way to respond to these words in this way?

3. The reason you experience conflict when you hear these words is that you have been *conditioned* to respond to these words in this way. If you had been brought up to believe that "Get a haircut, you freak!" is a kind, gentle way of talking to someone, that phrase would not bother you. But most of us have been *conditioned* to believe that those are fighting words.

4. Let's look at what conditioning is.

To condition means to teach or train.

5. We've all been *conditioned* to stop when a traffic light turns red, to brush our teeth, to turn out the light before we go to sleep.

- ☐ How many times do you think you had to be told to stop at a red light before you were actually "conditioned" to do it yourself?
- ☐ How many times did you have to be told to brush your teeth before you did it without being told?

6. We are all creatures of habit who have been *conditioned* to walk, talk, think and act in certain ways—some differently than others. Perhaps "Carlos" has been conditioned to say "Gracias" when someone does him a favor. Perhaps "Yuki" has been conditioned to bow in the same situation.

- ☐ How many things can you think of that we do every day that we've been conditioned to do? *The list is endless. Encourage all responses. Write them on the blackboard as they are spoken. Tell students things you have been conditioned to do.*

☐ Why do you think we are conditioned to do these things?
Encourage all responses. There are no "wrong" answers.

☐ Do you think it might have something to do with that instinct we all have in common—survival?

☐ How would the ways we are conditioned relate to survival?

7. There are three kinds of conditioning—three ways we are trained to think and act:

BIOLOGICAL CONDITIONING. From the day we are born, our bodies are naturally conditioned to need certain things. We are *biologically* conditioned to crave certain things to stay alive. We get these cravings automatically. We have no control over them.

☐ What are these things that we all crave, automatically, without having to think about them?
Food
Water
Sleep

☐ Do you have to think about getting hungry or thirsty or sleepy?

☐ Do these cravings help us survive? How?

PHYSICAL CONDITIONING is training of the body. When you work out in gym class—you stretch, bend, jump, run. When you participate in sports, you condition your body to perform certain moves. Frequent exercise or working out *conditions* your body.

☐ After running for a while, or participating in a sport on a regular basis, your performance of these physical activities often gets better. Why do you think this happens?

☐ Do your muscles get *conditioned* to bending, stretching, and jumping so that these exercises seem easier?

PSYCHOLOGICAL CONDITIONING. Psychological conditioning is training of the mind. Psychological conditioning isn't as obvious to the naked eye as biological conditioning or physical conditioning, and, therefore, we live a lot of our lives totally unaware of it. Yet it is the kind of conditioning we need to be most concerned with, because:

Psychological conditioning has to do with
how we interact with each other.
How we interact with each other determines
whether there is going to be war or peace.

- ☐ When you stop at a red light, what part of your body has been *conditioned* to respond to that red light? *Your mind.*
- ☐ Do you think this is positive conditioning? Is it good to be conditioned to stop at a red light?
- ☐ Do you think this psychological conditioning contributes to your survival? How?
- ☐ When you meet someone for the first time, and for some reason immediately dislike that person, what part of your body has been conditioned to *dislike*? *Your mind.*
- ☐ Do you think this is positive conditioning? Is it good to be conditioned to dislike a person you've never met?
- ☐ Do you think this psychological conditioning contributes to your survival? How?
- ☐ What are the differences between these two conditionings?
- ☐ Does one contribute to your survival in a positive interaction and the other help you survive in a negative interaction?

8. Not all psychological conditioning is positive.

Sometimes we are conditioned
to think and act in ways that help us,
and sometimes we are not.
What's important is that we learn
to tell the difference!

Our Conditioning Determines How We Think

In our daily lives, we are conditioned by the things we see, and by the people we know. *(Pass out copies of Addendum 5B, Our Conditioning Pattern, a diagram of this section, and go over it by asking:)*

- ☐ At home, who are the people who condition your thinking?

- ☐ At school, who conditions your thinking? *Teachers, classmates.*
- ☐ How do these people condition your thinking?
  Encourage detailed responses.
- ☐ Why do you think these people might want to condition your thinking?
  For your protection.
  To help you survive.
  To make life simpler for them.

How We Think Determines How We Act

How we are conditioned determines how we think. And, how we think determines how we act.

- ☐ If I *think*: "Everybody at home is awful and absolutely worthless," how am I going to *act* when I'm at home?
- ☐ If I *think*: "I'm a respectful person and I like to treat others with respect as well," how am I going to *act* towards you?
- ☐ If I am head of my country, and I *think*: "War is the answer to all problems between countries," how will I *act* when another country refuses to do what my country wants it to do?

Activity: **War Words' Inspiration Defined!** *Invite students to suggest what kind of thinking inspired these war words and to then come up to the board or chart and write, opposite a war phrase, what that thinking might be. Example:*

War Words	Inspiration
"Get a haircut, you freak!"	Conditioned to believe that only girls can wear long hair.

Conditioning Creates Beliefs

1. We all have thoughts and ideas that we believe in. A problem arises when there are conflicting beliefs. Conflicting beliefs separate people; and when people are separated, wars begin.

Individual Example:

You want to get a job after school. Your parents do not want you to work after school, because they *believe* your grades will suffer.

☐ What is the conditioned thinking on the part of your parents?

☐ Is it possible they are right? Not right?

☐ Is it likely you will be in conflict with them over this?

Global Example:

A country's inhabitants regularly perform a ritual that has been passed down over centuries. Their ritual is different from their neighboring countries' rituals. Each country has its own special rituals and belief systems.

☐ What is the conditioned thinking on the part of the groups who perform this ritual?

☐ How did this conditioned thinking come about?

☐ How do beliefs give security to each group?

☐ What has been the outcome of differing beliefs over the centuries?

o How does conditioned thinking, in the form of established belief systems, divide people and create conflict?

Activity: **I Am a Conditioned Human Being!**

✓ Divide students into groups of five or six.

✓ Pass around a hat or bowl that is filled with topics. (See Addendum 5C for some suggested topics, or feel free to create your own.)

✓ Ask each group to take a topic and list as many different ways as they can that they, or others whom they know, have been conditioned with regard to this topic, either positively or negatively.

- ✓ One student in each group can be appointed note-taker.
- ✓ After 5-10 minutes, call time and ask a representative from each group to quickly read the list. After reading the lists, ask:
  - ☐ Are we conditioned human beings?
  - ☐ Are you surprised to realize how much we are a product of our conditioning?
  - ☐ Do you wonder how you got to be conditioned in this way?

2. When we are able to recognize our conditioning, we have taken the first step in developing our understanding of what creates war.

When we can point to words we say and actions we take that reflect our conditioning and see how this conditioning may create conflict in our *individual* lives, we can understand how wars get started!

3. For many of us, war is the only behavior we know. The reason? It's everywhere we look. We are surrounded by conflict and have been *conditioned* to accept war as an honorable solution to conflict.

   - ☐ Where have you seen signs of conflict and war lately?

     Television news broadcasts
     Television movies; movie theaters
     War comics
     Action toys and video arcades
     On the streets of our cities and towns

4. If we buy toy weapons, read comic book stories in which people kill each other, watch violent TV programs, watch people we know be abusive, do you think all this can cause us to think and act violently? Does violence become more acceptable if we see it all around us?

How Do We Become Conditioned?

1. People condition us, and we condition others. Let's look at how this happens.

2. If you have a dog, perhaps you have trained or conditioned your dog to roll over, or bark, or sit.

☐ How do you get your dog to obey your command?

☐ Does the dog obey in order to get the cookie or dog biscuit?

☐ Is this the dog's *reward* for performing on command?

3. You condition your dog to obey by giving your dog a reward.

☐ Can you think of another way to condition your dog that also works?

☐ What happens if the dog wants his dog biscuit but won't perform?

☐ Can you refuse to give him the biscuit?

☐ Is this your dog's *punishment* for not performing on command?

4. When we want people to act in a certain way, we do the same thing—we REWARD or PUNISH them. Instead of dog biscuits, we offer them our love, or we take it away. We offer them gifts, or we threaten them. We are kind to them, or we show our anger.

☐ When you are "good" at home, does your family *reward* you with attention?

☐ When you do something you are not supposed to do, do they frown at you and *punish* you with anger and harsh words, or ground you for the weekend?

Assignment #5:
Rewards and Punishments:
Pass out copies of Addendum 5D, Rewards and Punishments. Read instructions out loud.

What Does Survival Mean Today?

1. Because of our conditioning, we have all been hurt. When we are hurt, we feel conflict. Being in conflict is a threat to our survival.

☐ When was the last time you were hurt about something? *Tell the last time YOU were hurt.*

☐ Did you feel conflict?

☐ Was it a threat to your survival? How?

2. To help resolve that conflict we feel, we need information. This information can come to us in one of two ways. We can:

   A. Ask others for help and listen to advice. (This is information we actively go after.)

   B. Listen to our inner voice. (This is information we simply allow to come in.)

Activity: **Inner Survival.** *In this activity, students will re-do the activity they performed in Lesson 3, with one slight difference.*

- ✓ Fill a hat or bowl with the same slips of paper used in Lesson 3, on each of which is written a situation that threatens survival. (See Addendum 3A, *I Want to Survive!)*

- ✓ Ask one student at a time to select a slip of paper, read it, consult his or her intuition for 15 SECONDS, then respond, on cue, with:

  "I want to survive! In this situation, I will...."

- ✓ Go around the room giving each student a turn, quickly.

- ✓ Write on the blackboard a word or two about the way each student handles the situation: *considers both sides of the situation; looks for a resolution; acts peacefully.*

After the activity, ask:

1. Was your response different from your first response in Lesson 3? How?

2. What did your inner voice tell you? Something different from what would be your normal, *conditioned* response?

3. Did you feel any benefit in consulting your inner voice before responding? What was it?

4. Are there any patterns in all of our responses? How do they compare to our previous patterns?

5. Where does survival begin? In your arm? Your leg? Your stomach? Your body? Your mind!

Start a Chart: We're going to start a new chart today that we will add to throughout this curriculum. By the time we finish the curriculum, this chart will give us a basic formula for understanding war. The opening entry is based on the feeling that motivates us all to say the words we say and do the things we do. Can you guess what it is?

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Opening Entry:

1. **I want to survive!**
   (Our old biological brain in action!)

Write this on the new chart. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can easily be added to.)

Summary of Lesson 5:

1. There are battles going on around us all the time.
2. There are battles going on *inside* us too.
3. Most of our battles occur because of our conditioning.
4. We are creatures of habit who have been conditioned to walk, talk, think and act in certain ways.
5. There are three kinds of conditioning: biological, physical and psychological.
6. Psychological conditioning determines how we interact with others.
7. How we interact with others determines whether there will be war or peace between us.
8. Conditioning creates beliefs, which in turn create conflicts.
9. When we are able to recognize our conditioning, we have taken the first step in developing our understanding of what creates war.
10. When we are hurt, we feel conflict; being in conflict is a threat to our survival. Survival begins in our mind.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ How we perpetuate conflict and fuel its fire.
- ✩ The importance of using our minds in the face of conflict.

Don't forget your assignment: **Rewards and Punishments!**

Lesson 6

Do I Fight or Do I Run?

Breakdown of Lesson 6:

Conflict starts with one, but it takes two.
Should I fight or should I run?
Stop! Think!
There are alternatives to fighting and running.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of book, *Tug of War*, by Dr. Terrence Webster-Doyle.

C. Three copies of Addenda 6B and 6C; and copies for all students of Addenda 6D, 6E, 6G and 6H.

D. One copy of Addendum 6F, *Act or React!*, to be cut into strips and put in a hat or bowl.

E. A photo of Earth, from the astronauts' perspective.

NOTE: Read Addendum 6A, *Learning to Roleplay*, before class. If you are not already familiar with roleplay, be sure to go over this addendum before working with students.

Review: *Welcome students to class. Ask:*

☛ Is it true that we are all creatures of habit who have been conditioned to speak and act in certain ways?

☛ What are the three kinds of conditioning?

☛ Which kind of conditioning do we have no control over—the kind that simply comes with being human?

☛ Which conditioning is responsible for helping us understand ourselves and other people as well?

☛ Which conditioning is most responsible for conflicts today?

☛ What are some ways that conditioning can create conflict?

Presentation of Assignment #5:
Rewards and Punishments

Ask for a volunteer to go first. Read all assignments. Make certain every student has a chance to read or say something, and that you read yours too. After each individual reading, ask:

1. What is the conditioning in this situation? Can we recognize it? Understand it?
2. Where do you think this conditioning comes from?
3. Why do you think you rewarded that person for doing what you wanted?
4. Why do you think you punished that person for NOT doing what you wanted?
5. What do rewards and punishments have to do with our survival?

Story: We are going to read a story called "Sergeant Stone's Revenge." It takes place in the middle of a bloody war, where, every second, troops are faced with the fact that they may not survive. *As you read the story (Tug of War, p. 53), bring it to life with your interpretation, making it as real as you possibly can. Show students the illustration.*

Explore the Story: After reading the story, ask:

1. Do you see signs of "old brain" in this story? What are these signs?
2. How do you respond to the Sergeant's cry, "Kill them and let God sort 'em out!"? Are these war words to add to our list of war words?
3. How do you perceive the values of people who kill one another with bombs, guns, bayonets, in order to take over a hill?
4. They said they killed the enemy in the name of peace. What do you think of killing in the name of peace? Is Dillon a hero?
5. After seeing a movie like this, do you want to go to war and be a hero too, or do you want to get away from war and thoughts of war as fast as you can?

Conflict Starts with One, but it Takes Two

Internal Conflict

1. A war is started by one point of view or belief that is in opposition to another.

2. Some wars exist in a physically small but expansively huge place called—our mind. These are "internal wars." Our mind splits in half, and one side argues with the other side. For example:

   Single Point of View:
   "I want to go to the party tonight."

   - ☐ Do you see any conflict in this thought?
   - ☐ Is it just a simple expression of desire?

   Opposing Points of View:
   "I want to go to the party tonight. If I don't go, my friends will think I'm afraid to go. But my parents are against it, because it's a school night and I have to get up early tomorrow."

   - ☐ Do you see any conflict here? Is there more than one?
   - ☐ Is there conditioned thinking in this conflict? What is it?
   - ☐ Is the conditioned thinking positive or negative?
   - ☐ What would be your response to this conflict?
     Forget the party and just sulk about not going
     Argue and convince my parents I'll be fine
     Go the party and not tell them
     Talk to myparents and make a solid effort
     to understand their concern

3. Being in conflict can make us want to go to war or run away. As soon as we WANT to go to war, and as soon as we WANT to run away, there is already conflict going on.

   - ☐ When you get the feeling that you want to run away, where is the conflict you feel? *In your mind.*
   - ☐ When you feel you want to fight someone, where is that conflict? *In your mind.*

External Conflict

1. When we feel internal conflict in our mind, we are often like a piece of dynamite ready to explode.

2. If we do explode, and yell at someone else, the conflict is no longer only internal. It has become a full-fledged *external* war—a war with one or more other people.

   ☐ How many people does it take to *start* a war? *One!*

   ☐ How many people does it take to keep a war going? *Two!*

   ○ Would it be good if all wars were understood as coming from inside us—from the way we think—so that we could stop them at their source before they became wars outside us?

Activity: A Stupid Thing!

✓ Introduce roleplay to students. (See Addendum 6A, *Learning to Roleplay*). Explain that roleplay is a way to learn how to understand conflict.

✓ Ask for two volunteers to play the parts of Jan and Dale in a brief roleplay. Give each a copy of Addendum 6B, *A Stupid Thing*

✓ Ask them to read it to themselves, and then aloud to the class, really getting into their parts.

✓ After they have read, thank the volunteers for helping, and ask:

   ☐ Who started this war?

   ☐ How did Jan start it?

   ☐ Do you think there was already an internal war going on in Jan's mind before he and Dale spoke to each other? How could you tell?

   ☐ Do you think Dale was hurt? Angry?

   ☐ Do you think Dale then wanted to "get back at" Jan?

☐ Which word or words do you suppose created conflict inside Dale? *(Add them to "War Words" chart, Addendum 5A.)*

☐ Did Dale's reaction make Jan more peaceful or more angry?

☐ Did Dale continue the war that Jan started? How?

☐ Do you think Dale could have stopped the war? How?

☐ Do you think it's difficult to be peaceful when someone shouts at you or accuses you of being stupid? Why?

THOUGHT FOR THE DAY:
It takes one person or one idea to start a war.
It takes two to keep it going.

Should I Fight or Should I Run?

1. If you've ever watched a dog and cat when they first meet, you know that the first thing they do is freeze. Then, suddenly, the cat may run away, or, if the dog approaches to sniff the cat, the cat may claw the dog. The cat either fights or runs.

2. Humans beings are like cats and dogs. Humans at one time had to protect themselves from wild animals. This reaction is called the "fight or flight" response. Today, even though we don't live in caves and aren't threatened by wild animals, we still have a strong "fight or flight" response deep in our old brain.

3. When our old brain is sparked, the warrior in us comes out—just like Jan sparked the warrior in Dale when he called him "dumb." Here's another example:

Activity: **"Hey, Dumbell!"** *This activity consists of two short roleplays. Dialogue 1 shows the fight response, and Dialogue 2 shows the flight response.*

✓ Ask for two volunteers to read the parts of Andy and Billie in Addendum 6C, *Hey, Stupid!*—Dialogue 1.

✓ Ask the volunteers to read as if they were the tough characters in this roleplay, but to only pretend to strike the other person.

✓ After the volunteers perform both roleplays (dialogues 1 and 2), thank them and ask the class:

- ☐ Did we hear any words that we could add to our War Words chart? What are they? *(See Addendum 5A.)*
- ☐ How do you feel when you are approached by someone like Andy?
- ☐ When you are struck by fear, what happens to your body?
- ☐ Does your heart beat faster? Do you sweat? Do your hands and feet get cold? Does your mind get confused?

4. You will recall that how we think determines how we act.

- ☐ When you feel afraid, do you feel stronger or weaker?
- ☐ When you are afraid, how do you act?
- ☐ Where do you think fear comes from?
- ☐ Do you think fear is a *conditioned* response?
- ☐ Is fear a part of our biological conditioning? Physical conditioning? Psychological conditioning?

5. There is no "right" or "wrong" to the way we act when we feel afraid. How we act is based on:

   A. Our biological conditioning, which happens spontaneously, without our being able to control it.

   B. Our psychological conditioning, which is how we have been taught to act. If we have been taught to be afraid in certain situations, this is the only behavior we know.

Assignment #6:
The Ways I Survive

Pass out copies of Addendum 6D, The Ways I Survive. Read through the assignment together.

C3

Add to Chart: Let's add to our Basic Formula Chart *(Addendum 5E)*:

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

2. "I'm afraid! I have to fight or run—to survive!"

Read the previous entry as you add to the Basic Formula.

6. Whether we fight or whether we run, we have a problem: Either response puts us in conflict.

   - ☐ If we fight, is there conflict? What kind?
   - ☐ If we run away, do we feel conflict? What kind?
   - ☐ Do we feel good about ourselves?
   - ☐ As a result, do we feel MORE conflict?

7. Think of the last time you saw or participated in a physical or verbal fight.

   - ☐ Did the fight end or correct the conflict?
   - ☐ Did the fight increase the conflict?
   - ☐ Do you think fighting is a resolution to conflict?

8. Think of the last time you ran away from a confrontation.

   - ☐ Did running away end or correct the conflict?
   - ☐ Did running away increase the conflict?
   - ☐ Is running away a solution to conflict?

9. There is a third alternative to the situation between Andy and Billie, and to every conflict we are part of. We never know how this alternative is going to work, but it IS an alternative.

Activity: **Stop! Think!**

Ask the same volunteers to read the same parts of Andy and Billie (Dialogue 3), reading their parts to themselves first. Remind them to really get into the parts of Andy and Billie.

After the parts are read, ask students:

☐ What's the difference between Dialogue 3 and the other two dialogues?

☐ Did they start off exactly the same, with Andy calling Billie stupid, and asking for money?

☐ What did Billie do differently this time?

☐ Did Billie *react* to Andy, or did Billie *act* based on some independent thinking?

☐ Was Billie's response from his conditioned thinking, or do you think Billie did some "beginner's eye" thinking?

☐ Did Billie's response surprise you? Why?

☐ Do you think it's unusual for someone to be kind to someone who has been mean?

☐ What do you think of this response?

☐ Is this new thinking that we ought to add to our new Ways of Thinking chart *(Addendum 1B)*?

☐ Do you believe this approach might be worth trying?

1. We have seen the "Fight" response and the "Flight" response. This time, the victim did not fight and did not run away. This time the victim (1) stopped and (2) thought.

2. In these few seconds of stopping and thinking, Billie decided not to REACT to Andy's threat, but rather to ACT from his own thinking.

When you Stop! think!, you have a moment to make a decision between reacting and acting.

☐ What's the difference between acting and reacting?

☐ When you "react," are you responding to something that you heard, or saw—something said or done by someone else? Something you have been conditioned to respond to in a certain way?

☐ When you "act," are you responding based on what *you* think or feel, regardless of what anyone else says or does? Are you listening to your inner voice? Are you making a Sherlock Holmes deduction? Are you using your Wise Master beginner's eye?

3. *Pass out copies of Addendum 6E, Do I Fight or Do I Run? to all students. Read through it out loud.*

4. In this moment of "Stop! think!" several things happen:

☐ You stop the momentum of what has been going on.

☐ Instead of reacting to the situation, you think about how *you* want to act, based on who you are and what you really think.

☐ You act, starting a new momentum.

Billie, anxious to stop running away from Andy and anxious to *not* fight, decided to stop the momentum of what was going on, and think about what needed to be done. Billie then acted.

Activity: **Act Or React!** *This activity is designed to allow every student to experience the difference between acting and reacting. See Addendum 6F, Act or React! and cut dialogues into strips of paper.*

✓ Divide the students into groups of four.

✓ Have ready a hat or bowl with strips of paper that have brief dialogues on them.

✓ Pass the hat once to each group. Persons 1 and 2 in each group will perform the dialogue. Person 3 will be designated the Actor or Reactor. Person 4 will be the Shouter, who will say either "Act!" or "React!"

✓ Ask the dialogue readers to be sure to roleplay their parts with enthusiasm.

- ✓ Ask each group to discuss whether Person 3 acts or reacts appropriately.

- ✓ Call time and ask them to rotate. If your number was 1, you are now 2; if you were a 2, you are now 3; if you were a 3, you are now 4; if you were a 4, you are now 1.

- ✓ Make sure everyone gets a turn to be every number. Rotate them as quickly as possible.

After the activity, ask:

1. When you fight, or when you run, are you acting or reacting?
2. Can fighting be an action as well as a reaction?
3. Can running away be an action as well as a reaction?
4. Which feels better: acting or reacting?
5. When you Stop! think!, are you more likely to act or react?
6. Do you feel more powerful or less powerful when you act?
7. Which makes more use of your beginner's eye: acting or reacting?
8. Do you feel more or less conflict when you act?
9. How do you think knowing the difference between acting and reacting can help you in your life?
10. Do you think wars are started more by people who act or react?

In an already existing war,
we either fight or run.
It is *before the war starts* that there is
an opportunity to stop and understand.

There Are Alternatives to Fighting and Running

1. When a threat comes, and the old brain triggers the response "Fight!" or "Run!" and your new brain, which you are developing in this class, asks, "Can I handle this threat?"—the answer can be "Yes!"

2. This "Yes!" comes from having confidence. What can give you this confidence is knowing some alternatives to fighting or running away.

Pass out copies to everyone of Addendum 6G, Nonviolent Ways to Protect Yourself. Go over the list together. This list provides some workable suggestions for handling conflicts without fighting.

Activity: **Staying Empty!** *Pass out copies of Addendum 6H-1 to all students. Keep a copy of Addendum 6H-2 for you only.*

- ✓ Ask for two volunteers to play the parts of the Bully and the Victim.
- ✓ Stop the volunteers at each point in Addendum 6H-2 where there is an indication of a threat or a nonviolent alternative, and ask:
    - ☐ Is this a threat?
    - ☐ Is this an alternative?

3. Using these nonviolent responses well, like anything we do well, takes practice, which we will get. In the meantime, know that:

    - You *can* do something when under attack.
    - You do *not* have to be a victim.
    - You do *not* have to fight.
    - You can use your brain instead of your brawn.

Your mind is the greatest tool you have.

4. We have been conditioned to believe that we must fight to survive. *Show students photograph of Earth, from the astronauts' perspective.* Ever since astronauts from the USA and cosmonauts from Russia see our planet from a totally new perspective—from outer space—they have been trying to teach us a new way of thinking. That new way is:

**For all of us to survive on this planet, which is our home,
it is important for us to NOT fight.**

Summary of Lesson 6:

1. Conflict begins with one person or idea, but it takes two people or two ideas to keep a war going.
2. There are two kinds of conflict: internal and external.
3. An internal war can begin with a single thought.
4. Human beings have been fighting and running away for millions of years. Psychologists say our old brain creates this "fight or flight" response in us.
5. The problem with "fight" or "flight" is that they both are a result of conflict. And continuing to fight or run prolongs the conflict!
6. There is a third choice: "Stop! Think!"
7. Stopping and thinking enables us to act instead of react in a given situation.
8. There are nonviolent alternatives to fighting and running away, and using them can prevent war!
9. Your mind is the greatest tool you have!
10. For all of us to survive on this planet together, it is important for us to NOT fight!

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ☆ How our brain decides we should join a group to survive.
- ☆ Traditions that affect our thinking.

Don't forget your assignment: **The Ways I Survive**

Lesson 7

I'll Join a Group!

Breakdown of Lesson 7:

The groups we belong to.
Groups are a means of survival.
We are all creatures of habit.
The kind of groups that can truly help us.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Fighting the Invisible Enemy,* by Dr. Terrence Webster-Doyle.

C. Copies of Addenda 7A, *Getting to a Resolution!;* 7B, *Traditions in my House; and 7C, The Conflict I Know Best.*

Review: Welcome students to class. Ask:

- How many people does it take to start a conflict?
- What is internal conflict? External conflict?
- Is our conflict finished when we fight or run?
- What does it mean to "Stop! Think!"?
- When we are in danger, what are some nonviolent alternatives?

Presentation of Assignment #6:
The Ways I Survive

Ask for a Volunteer to go first. If no one offers, you can begin with yours. After students have read aloud the ways they survive at home, at school and in the world, ask:

1. Do you see any patterns in the way we all survive? What are they?

2. What's the difference between noticing and judging the ways we survive?

3. Do you feel different when you notice than when you judge? How so?

4. Do you think most of the ways you and I survive are more likely to help promote peace or help create war?

5. Do you think you could change a way you survive that would be more in the interest of peace?

Story: Read aloud the story, "The Beating You Know You Will Get" in *Fighting the Invisible Enemy,* p. 113. Be sure to read with feeling so that students experience the tension of the story.

Explore the Story: After reading the story, ask:

1. What did Eric and his buddies want?

2. Do you think they wanted more than the money?

3. Which nonviolent alternative did the Victim use when first attacked by Eric?

4. Is the Victim in conflict? What kind? Have his parents contributed to his conflict or relieved it?

5. Have you been in a situation like this one? What did *you* do?

6. What do you think is the best solution to a situation like this one?

The Groups We Belong To

1. When we are attacked or in trouble, our immediate inclination is to get help. We convince ourselves that we cannot survive on our own. We look for people who "know," people who can protect us, people who can give us answers. We join a group!

2. Each one of us is a member of several different groups. Let's see how many we can name. *Ask students to call them out as you write them on the blackboard.*

Family
School
Social club
Political group
Religious organization
Employment organization
Gang
Business group

- ☐ Is anyone here a member of a social club or a gang?
- ☐ Why do you belong to this group?
- ☐ What do you get out of being a member of this group?

3. Early human creatures joined groups too. These were called "tribes." The reason they travelled in groups was to hunt animals for food and protect themselves from other tribes.

    - ☐ When the tribe grew larger, and there was not enough food around, what do you think the tribe did?
    - ☐ When the tribe travelled to new territories, and wandered into the territory of other tribes, what do you think happened?

4. Today, we have come a long way since cave people times.

    - ☐ Do we still hunt animals for food?
    - ☐ Do we feel we have to protect ourselves from other tribes?
    - ☐ Do we have examples today of one tribe wandering into the territory of another tribe?
    - ☐ Do nations sometimes wander into the territories of other nations?

5. Let's add to the chart we started in Lesson 5, Addendum 5E, which will give us a basic formula for understanding war. Today's entry is based on the feeling that motivates us to find help when we are in trouble.

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

3. I need help to survive! I'll join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)

As you write this on the new chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

Groups Are a Means of Survival

We join groups because of our basic instinct for survival. Religious groups like to bring in new members in order to ensure a large membership, i.e., their survival. Political groups know that a large membership assures strength and—survival.

1. Joining a group can give you a feeling of belonging, of security. When you join a political group, you meet other people who think the way you do, and you have an opportunity to share your ideas. This can make you feel secure.

2. When you join a gang, sometimes you find support for who you are, which you may not get elsewhere. Gang members are sometimes more supportive of who you are, or who you want to be, than your family members appear to be. Here, too, you feel you belong.

3. Joining a religious group sometimes makes people feel spiritually strong. Members of a religious group pray together. Worshipping together creates a bond of fellowship and community. Here, again, you feel you belong.

4. Problems occur when conflict arises between groups or between group members.

   For example:

   - One group decides that it is "right" and an opposing group is "wrong."

     Example:
     People against abortion call themselves "Pro-Life." People in favor of a woman's right to choose abortion call themselves "Pro-Choice." Each believes the opposing group is "wrong."

   - One group decides it has "less" than another group, and demands to have "more."

     Example:
     South Central Los Angeles looters believe they have a right to take, without paying, property being sold in South Central Los Angeles stores.

- One group decides that is the "rightful owner" of a place or thing, and believes that the present owner must give up this property.

  Example:
  The battle between the Israelis and Palestinians over particular land areas has been going on for years.

- Group A decides that Group B's beliefs are having an ill effect on Group A and that Group B's "bad" beliefs must not influence the children of Group A.

  Example:
  Fundamental religious groups are concerned with the influence of the established liberal religious views on children of the fundamentalists. The fundamentalists want to "protect" their children from corrupt, liberal beliefs.

The important thing to understand is why people want to join groups, and how joining groups and believing in those groups' way of thinking and acting divide people and create conflict.

Activity: **Getting to a Resolution**

✓ Divide students into pairs, or ask them to pair off.

✓ Give each pair a topic from Addendum 7A, *Getting to a Resolution!* and ask each member of the pair to take an opposing point of view.

✓ Ask students to think for a couple of minutes about why they disagree with their counterpart. Then, ask them to debate their issues for 10 to 15 minutes, focusing on major points only.

✓ While debating, they must write down:

1. Their differences—the things that separate them.
2. Their similarities—the points they agree on.
3. The issues they have no hope of resolving.
4. The issues they have negotiated and have found a solution for.

5. Which nonviolent alternatives they used in their negotiations, if any.

1. Call time, and ask each pair to state:

   - Their issue.
   - Their differences.
   - Their similarities.
   - Their issues of "no hope."
   - Their solutions and resolutions.
   - Which alternatives they used, if any.

2. After listening to each group's problem and solution, ask:

   ☐ Did you see and make an attempt to understand each other's issues?

   ☐ Did you look at each other's differences with a beginner's eye?

   ☐ Did you look upon your differences as: "me vs. you," or as: "us vs. them"?

   ☐ What happened when you reached an impasse?

   ☐ Did you give up, or continue to find a solution?

3. Every day people negotiate the way you just did. Some of them find solutions, and some don't. No matter how the negotiations come out, it is important to:

   - See through your conditioning.
   - Find solutions from which *both sides* can benefit.

4. Let's think of two groups that might be in conflict—the Arabs and Israelis, doctors and patients, labor and management, parents and children.

   ☐ Do you think most groups in conflict look at how *both sides* can benefit?

   ☐ Do you believe finding solutions from which both sides can benefit is a way to resolve conflicts?

☐ How have we created "sides"?

We Are All Creatures of Habit

1. You already know that we believe in certain things because we've been "conditioned" to believe them. For example, many of us believe war is the answer to our problems of global conflict.

2. There are many methods we use to try to condition others to see our point of view, and many methods others use to try to condition us. We already know about reward and punishment.

3. We are all creatures of habit. As we grow up, we spend most of our lives in surroundings that condition us psychologically.

4. People condition us to think, act and speak in certain ways—some of which have been around for centuries. Our grandparents pass these down to our parents, and our parents pass them down to us. Many of these practices determine exactly how we think and act, often without our even being aware of how they condition us. Some of these are:

   s **Habit**

   - ☐ What is a habit?
     A manner of behavior we learn and repeat until it becomes second nature.

   - ☐ Name some habits you see among your family or friends.

   - ☐ Is brushing your teeth before you go to bed a habit?

   - ☐ Is drinking alcoholic beverages a habit?

   - ☐ Is walking two miles every morning a habit?

   s **Tradition**

   - ☐ What is a tradition?
     A belief or practice handed down by word of mouth or by example, from one generation to another.

   - ☐ What are some traditions in your family?
   - ☐ Is spending Christmas with your family a tradition?

   - ☐ Is fighting between the Arabs and the Israelis a tradition?

S Custom

- ☐ What is a custom?
  A long-established practice which people treat as an unwritten law. Similar to tradition.
- ☐ Have you ever travelled to a different area or different country and noticed customs different from ours?
- ☐ It is the custom in some countries to value male children over female children. What do you think of that custom?
- ☐ It is a custom in some parts of South America to celebrate your saint's day. Does this happen in your country?

S Value

- ☐ What is a value? What do we mean when we say people have certain values?
  The worth or importance that people attach to other people or things.
- ☐ Have you ever heard people refuse to say or do something because they hold certain values that would keep them from doing so?
- ☐ Do some people refuse to fight in a war because they hold certain values?
- ☐ Do some people decide to join the army because they hold certain values?
- ☐ Can these values create conflicts?
- ☐ What are some values you've seen—both positive and negative?

S Belief

- ☐ What is a belief?
  Something you trust is true without really knowing if it is.
- ☐ Do you think trusting in a belief is an intelligent thing to do?

82

☐ Do you think there is potential for conflict when people blindly trust in a belief without learning about the belief first?

☐ What is something you believe in strongly? Why? Can this belief create conflict in your home? At school? In your community? How?

5. Habits, traditions, customs, values and beliefs make up our psychological conditioning. They are instilled in us because our family, nation or race want us to carry on traditions that have been around for centuries.

Assignment #7:
Traditions in my House!

Pass out copies of Addendum 7B, Traditions in my House, to all students. Read assignment aloud as students follow.

The Groups We Belong To

Sometimes the groups we belong to separate us from other people.

☐ Do you think we need to belong to groups? Why?

☐ What are the functions of national groups? racial groups? religious groups?

☐ What can we do to change our own thinking from "us vs. them" to "us" (all of us)?

Activity: **The Conflict I Know Best!** Pass out copies of Addendum 7C, The Conflict I Know Best, to all students. Read aloud. Then give students 10 minutes to fill in. Afterward, discuss their answers.

THOUGHT FOR THE DAY:
When I meet a person different from me,
and I see a difference between myself and this other person,
I create a separation that divides us.
This creates conflict.

When I meet a person different from me,
and I see a way this person and I can communicate,
I have the opportunity to learn something new.
This creates understanding.

Summary of Lesson 7

1. Most of us belong to many different groups.

2. What we get from these groups is support for our beliefs, protection and a means of survival.

3. Joining a group can help us, but it can also create conflicts.

4. We often focus on the differences between us rather than the similarities.

5. Differences separate us, and similarities bring us together.

6. Sometimes people at war with each other believe they are very different when they really are not.

7. Methods of conditioning within groups include offering rewards, giving punishment, and sticking to habits, traditions, customs, values and beliefs.

8. It is important to understand what your group represents.

9. It is important to be aware of whether or not your group is conditioning you to unquestioningly believe in a particular national, racial, or religious way of life.

10. It is important not to let group beliefs separate you from other human beings.

Preview of Coming Attractions:

In our next lesson, we will use our detective minds to explore:

- ☆ What winners and losers have in common.
- ☆ How a group's belief system becomes our own.

Don't forget your assignment: **Traditions in my House**

Lesson 8

My Group Knows Best!

Breakdown of Lesson 8:

When there is conflict, there are only losers.
There is a structure to conflict.
My group knows best.
How we handle conflict determines the outcome.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copies of Addenda 8B, *My Conflict Is Built!;* 8C, *An Analysis of my Conflict;* 8D, *The Conflict in my Group;* and 8E, *Win and Lose!,* for each student.

Review: Welcome students to class. Ask:

☛ Why do we join groups?

☛ Can being a member of a group create conflict?

☛ What happens when we focus on differences?

☛ What are some signs of negative conditioning to look for in groups?

☛ Why is it important to understand what your group represents?

Presentation of Assignment #7:
Traditions in my House

Ask for a volunteer to begin. As students discuss traditions, habits, customs, values and beliefs at their home, write on the blackboard or chart the following categories:

1. Tradition, habit, custom, value, belief:

2. Person(s) who believe(s) in these:

3. Sign(s) of conditioning behind these:

4. Sign(s) of conflict because of these:

5. Potential points for discussion with family members:

Briefly explore each student's situation:

1. Is your family aware of the conflicts that are caused by this particular tradition, habit, custom?

2. Is it easy to discuss conflict situations in your home?

3. Do you think there is anything you can do to enhance such a discussion and make it easier for those involved?

4. How would you approach such a discussion?

5. Do you think your approach would promote a peaceful resolution?

Story: Read story, "Winning by Losing," in Addendum 8A (this story is also found in *The Eye of the Hurricane*, by Dr. Terrence Webster-Doyle, p. 53). Explain: This story is about students who study the martial arts, something we will discuss later. The students' *gis* are the clothing they are wearing in the illustration (show, if you have book). Ask students to imagine the situation as you read.

Explore the Story: After reading the story, ask:

1. At first, what were the students' opponents?

2. Have you ever fought the rain and wind?

3. Do you suppose the fight was different when the students had the storm at their backs and went *with* the storm?

4. When the students stopped resisting and began to go *with* the storm, did their circumstances improve? How?

5. Since the story is called "Winning by Losing," what do you guess the story means? *Encourage all responses.*

6. Do you think you can "win" by "losing"? How?

7. When you "lose" in this situation, are you really losing?

8. Is this a new way of thinking? *(Add to Addendum #1B)*

When There Is Conflict, There Are Only Losers

1. In a conflict between two people, usually someone "wins," and someone "loses."

   ☐ When you "win," how do you feel?

   ☐ When you "lose," how do you feel?

2. Winners are usually happy. They deduce that, since they "won," fighting really works for them.

   ☐ When a hockey team wins a game, are they sad?

   ☐ When you "win," do you want to continue the fight?

   ☐ Do you believe this fight has made you happy?

   ☐ Do you think you believe in fighting and you will probably fight to "win" again?

3. Losers are angry and, as a result, they want to fight again. They deduce that, since someone "won," and it wasn't them, they need to fight again and win.

   ☐ Have you ever seen a happy "loser"?

   ☐ When football players lose a game, are they thrilled?

   ☐ When a country loses a war, are its inhabitants delighted and ready to be friendly toward the winner?

4. Winners and losers *both* believe that fighting is necessary in a conflict.

   ☐ Do you believe fighting is the answer to conflict? Why?

   ☐ Do you think that if there is a winner and a loser, the fight is over?

When there is a conflict, both sides are losers,
because their disagreement continues,
and the people involved remain in conflict.

☐ Can you see how conflict continues when there is a winner and a loser?

☐ Can you see that in order to RESOLVE a conflict, people need to understand the conflict?

☐ Do you think it would help to know the STRUCTURE of conflict in order to understand how it comes into being?

☐ How are "sides" created? Is taking sides conflict?

There Is a Structure to Conflict

In order to further understand conflict so that we get better at resolving it, let's take a look at the *structure* of conflict.

1. If you watch TV, and your parents want you to do your homework:

   ☐ Is there conflict between you?

2. If you want to see a movie, and your friend, who's spending the day with you, wants to go bike riding:

   ☐ Are you in conflict?

3. Conflict is a war that happens in our minds. It can start out small and disappear, or it can start out small and grow into a major war.

4. Every conflict has a basic structure—like a house. You know that a house has an inner structure—a foundation, a frame and a roof—which determines how the outer structure will look.

5. The *inner* structure of your conflict determines how it will be expressed. The inner structure (foundation) of your conflict is the *cause* of your conflict.

   Example: Your feelings are hurt, and you are angry.
   The *cause* (foundation) of your anger is your hurt feelings.

6. The *outer* structure of your conflict is your expression of the conflict you feel inside. The outer structure of your conflict is the *result*—the symptom—of your hurt feelings.

   Example: Your feelings are hurt, and you are angry.
   The *result* (symptom) of your hurt is your anger.

Whenever you feel angry, or you see someone who is angry, you can deduce that you or this person has hurt feelings.

7. This is an important piece of information to have. In any conflict, most of us see the result but don't always see the cause. Looking at the cause helps us understand the conflict.

☐ Why would it be important to know, when someone is angry, that this person has hurt feelings?

☐ If you do *not* understand that an angry person has hurt feelings, how are you inclined to respond to that angry person?

☐ If you *do* understand that an angry person is someone who has hurt feelings, will you respond differently to that person?

☐ Do you think such an understanding could be the difference between war and peace? Why?

☐ Do you think such an understanding is equivalent to Stop! think!? How?

☐ Do you think learning to understand the causes for people's behavior can be helpful in group situations? How?

Activity: **My Conflict Is Built!** *The purpose of this activity is to give immediate action to what your students have learned about cause and effect with regard to conflict.*

✓ Divide students into pairs.

✓ Pass out copies of Addendum 8B, *My Conflict Is Built!*, to all students.

✓ Assign one of the topics to each pair, asking each pair to discuss and write down the following about each conflict:

1. The cause or foundation of the conflict.
2. The effect or the result.
3. The probable conditioning underlying the foundation.
4. Possible nonviolent alternatives to this conflict (review them, if necessary, Addendum 6G).
5. A beginner's-eye way of looking at this situation.

✓ Give the teams 10 minutes to do this exercise.

✓ Ask one member of each team to read their results.

My Group Knows Best

1. When we can see cause and effect in conflicts between individuals, we can begin to see them in group conflicts as well.

2. When we join a group, a club, a gang, an organization—we generally *identify* with that "tribe" psychologically. We believe what the group believes. The group becomes "me;" "I" become the group.

3. When we totally give ourselves over to what OUR group believes, we tend to feel safer and to think that our conflict is finally over.

4. Let's add this to our Basic Formula chart (Addendum 5E). *As you add this to the Basic Formula chart, read through all the entries, 1-4.*

   BASIC FORMULA FOR UNDERSTANDING WAR
   Today's Entry:

   4. I become one with my tribe—school, gang, nation—identify with it, become conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.

   ☐ Do you think this becoming one with your "tribe" is an example of conditioned thinking?

   ☐ Can this kind of thinking create conflict? What kind?

   ☐ When you do not agree with something your group believes in, do you feel inner conflict?

   ☐ If you voice your disagreement within the group, is conflict created? What kind?

   ☐ If there is outer conflict between group members and you, is this an intelligent situation?

   ☐ Is it possible that the people who disagree can learn something from this disagreement?

   ☐ Do you think learning something new could turn this into an intelligent situation?

5. One of the things we forget, when we are in the heat of disagreement, is that we all can learn something, if our minds are open and aware.

6. We get so concerned with winning and losing that our beginner's eyes often miss an opportunity to discover new insights.

7. The world is constantly changing all around us. Therefore, something that is true one day may not be true in 10 years, or 10 days.

Examples:

- People used to believe that the world is flat.
- There used to be a Berlin wall: one day it was there, and the next, it was gone.
- People used to discriminate on the basis of skin color: it still occurs; soon it will not.
- Many people today believe that if you "lose" an argument, you have nothing. You and I are starting to see that this is not necessarily true.

The one constant is change.

How We Handle Conflict Determines the Outcome

Let's take this opportunity to understand a real conflict you are experiencing in a group situation—in school, at home, in a club or organization.

Activity: **An Analysis of my Conflict**

✓ Pass out copies of Addendum 8C, *An Analysis of my Conflict*, to all students. Go over Addendum with them, question by question. Emphasize that there are no "right" or "wrong" answers, only honest responses.

✓ Give students 10-15 minutes to fill this out.

✓ Call time and ask for a volunteer to read through his or her analysis. After each volunteer reads, ask:

☐ Do you recognize the structure of this conflict? What is it?

☐ What is a recognizable symptom of this conflict?

☐ What do you think is the cause?

☐ Does it help you to know the cause? Why?

☐ Does knowing the cause give you insight you didn't have before?

☐ Does this new insight change your thinking?

Assignment #8(a)
The Conflict in my Group

Pass out copies of Addendum 8D, The Conflict in my Group, to all students. Read it over together.

1. We used to think battlefields only existed in military war. Today, battlefields are evident in school, at home, at work, on the street. Sometimes, we fight to be first in line, or to get a parking space. We fight to be compensated or recognized for the work we do, or for getting high-paying, "important" positions. Life sometimes seems like one big fight.

2. The main problem with fighting is that it causes *separation*. When there is separation, there is no chance for resolution to our conflict. The more we can learn about the structure of conflict, the closer we get to ending the separation that is caused by conflict.

3. We do anything to win, sometimes refusing to see the truth of a situation. We hold on to our belief, no matter what it is, and work hard to make it fit. When our first belief doesn't work, we create a second to support the first, a third to support the first two. Sometimes it's like trying to fit a square block into a round hole!

Example:

Charlie

I think I should quit school. I'm not very smart.

Teacher

Actually, you *are* smart. You just haven't given this good news to your brain.

Charlie

It would take too long for me to catch up with all the stuff I never learned. I'm too slow.

Teacher

You could catch up in one summer school session, if you applied yourself.

Charlie

When you're not smart and too slow, there's no hope.

☐ Do you think Charlie sees the truth of this situation?

☐ What do you think winning really means to Charlie?

☐ Do you think Charlie might be scared of a challenge?

☐ Do you think Charlie might be frightened that he won't "win"?

☐ What kind of survival are we concerned about when we fear that we will not win?

☐ How do you think Charlie could resolve this conflict?

☐ Do you think it's possible to survive AND find a mutually satisfying resolution to conflict? How?

Activity: **The Win/Win Situation.** *This activity gives students the experience of coming up with a situation where everyone wins.*

✓ Divide the students into groups of four.

✓ Ask students, within each group, to come up with a conflict that is real for members of that group. Ask them to take about five minutes to come up with a topic that is a subject for disagreement among them.

✓ Call time. Ask a representative from each group to announce their topic of discussion. Write each topic on the blackboard.

✓ Give students 15 minutes to work out an agreement that allows both sides to "win." Let students know you are available if they need help. Walk around and monitor the activity, but offer suggestions only if they ask.

✓ Call time and ask for a volunteer group to present its work. Each group should select one representative to explain what they have come up with; other members of the group are invited to add anything they feel is necessary.

After all work has been presented, ask:

☐ What did you learn about understanding conflict?

☐ Was this a different approach from the one you usually take when conflict strikes?

☐ Do you see benefits to the plan you worked?

☐ Do you see any disadvantages?

☐ What's the best thing that happened as a result of your work?

☐ Do you think this kind of work can be applied to other disagreements you have had?

☐ Do you think you will apply this kind of thinking to future disagreements you have?

☐ What are the most important elements of working out a disagreement in this way?

When we can DISCUSS how we create conflict and ADMIT our conflict-making thoughts to one another, we will have a basis for WORKING TOGETHER to end conflict.

1. If you have violent, warlike feelings inside you, and you know a friend or two who have violent, warlike feelings inside them, there must be hundreds of thousands of people who have violent feelings in the world.

2. We are a world of people who are running, fighting and competing—one against the other—person against person, nation against nation—"us" vs. "them"—in a violent struggle for survival.

THOUGHT FOR THE DAY:
Using our beginner's eyes
we can begin to understand how we create
conflict by separating ourselves into "sides"
where everyone loses.

Assignment #8(b):
Win and Lose!

Pass out copies of Addendum 8E, Win and Lose, to all students. Read the instructions aloud.

Summary of Lesson 8

1. Conflict is a war that happens in our minds. It can start small and disappear, or grow into a major war.
2. Every conflict has a basic structure, like a house.
3. The inner structure of conflict is the cause of your conflict (hurt feelings).
4. The outer structure of conflict is your expression of the conflict (anger).
5. Seeing the structure of our conflict enables us to better understand why the conflict exists.
6. When we understand why a certain conflict exists, there is a good chance we can put an end to the conflict.
7. The more we can learn about NOT fighting, the closer we come to ending fighting, which causes separation.
8. How we handle our conflict determines how things will turn out. You and I are responsible for how things turn out.
9. Nonviolent alternatives help us accept our responsibility by encouraging us to take action to make things turn out well.
10. We have been conditioned not to share our conflict-making thoughts with one another. However, by sharing our conflict-making thoughts, honestly, we have a basis for working together to end conflict—which is essential for our survival.

Preview of Coming Attractions:

In our next lesson, we will use our detective minds to explore:

- ✩ What is an enemy? How are enemies created?
- ✩ What is respect?

Don't forget TWO assignments: **The Conflict in my Group** and **Win and Lose!**

Lesson 9

The Enemy: Someone Who's Different

Breakdown of Lesson 9:

What is an enemy?
How do we create an enemy?
Recognizing similarities instead of differences.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Fighting the Invisible Enemy,* by Dr. Terrence Webster-Doyle.

C. Copies of Addenda 9A, *Enemy Images,* and 9C, *I Respect You Like Crazy!,* for every student; three copies of Addendum 9B, *The New Kid.*

Review: Welcome students to class. Ask:

- What does it mean to win by losing?
- Why are both sides losers when there is an ongoing conflict?
- Every conflict has a structure. What is the basic structure?
- If we see the cause of our conflict, does this help us? How?
- What are some of the things we must look at with a beginner's eye when we join a group?
- Who and what determine the outcome of a conflict?
- Are there any new ways of thinking in these concepts that we should add to our chart (Addendum 1B)?

Presentation of Assignment #8(a)
The Conflict in my Group

Ask for a volunteer to read his or her assignment. Write the seven categories on the blackboard, then fill them in as each student reads from his or her worksheet. Encourage contri-buting questions and remarks from other students. Make sure everyone gets a turn to read, and move through these as quickly as possible. Ask:

1. Do you agree with the resolution proposed?
2. Which points do you think need to be focused on for resolution?
3. Which points of agreement do you think will help?

Presentation of Assignment #8(b)
Win and Lose!

Ask how many groups are presenting so you know how to budget your time. Ask for a volunteer to go first. Then make certain every group presents. Discuss any issues that come up, but move through these as quickly as possible. Ask:

1. How did you enjoy creating a roleplay?
2. Do you think your roleplay adequately defined the situation?
3. What is the structure of the conflict you presented?
4. What do you think is the conditioning behind this conflict?
5. Do you see other options to resolving conflict that might also work?

Story: Read story, "I Will Fight No More Forever," in *Fighting the Invisible Enemy*, p. 61. Read with animation and clarity so that students grasp the meaning of the story.

Explore the Story: After reading the story, ask:

1. Were the Indians a people who lived in harmony with the land?
2. What was the conditioned thinking on the part of the Europeans who participated in reducing the Indian population from 1,000,000 to 237,000?
3. Were the European settlers heroes? Enemies?

4. Putting yourself in the place of the Indians, how would you feel, after living all your life on open land, being restricted to live on a "reservation"?

5. Who is the enemy in this situation?

What Is an Enemy?

1. Remember the story "Sergeant Stone's Revenge," in which Private Dillon seeks revenge for his sergeant's death by throwing a grenade at advancing enemy troops? Remember that this was a movie, and at the end of the movie you were moved to either run away in fear and disgust, or find a gun and go to battle?

2. People in military battles are trained to think of other people as "enemies."

   ☐ Why do you think they are trained in this way?
   For survival.
   In war, a soldier must kill or be killed.

   ☐ Do you think military training carries over into our lives sometimes?

3. You and I don't fight military battles, but we sometimes become involved in other conflicts that can become just as serious. If you are angry with me and we happen to pass each other on the street, before we ever speak, there is a conflict going on between us.

   ☐ Where is that conflict going on?

   ☐ Is some inner cause in your mind blaming me for something you believe is my fault?

   ☐ Is there a war going on BEFORE we ever greet each other?

4. When anyone outside our system of beliefs—someone who may think or feel differently than we do—becomes a threat to us, that person becomes an "enemy."

   ☐ How do you think this happens?

   ☐ Do you think this is a physical reaction? Psychological?

   ☐ Do you think this is a biological reaction of our old brain?

   ☐ How does someone get to be an "enemy"?

How Do We Create an Enemy?

When your brain makes an "enemy" out of someone, it goes through certain patterns of thought that separate you from another person. Here are some examples:

Example: **You are different from me.**

We humans differ from one another in many physical ways. What are some of them?

- *Skin color/shape of facial features*
- *The way we talk and languages we speak*
- *The way we move our bodies*
- *Where we live*
- *Where our family comes from*
- *The clothes we wear*

These differences make for variety in human culture.

☐ Are these differences conflict-producing?

☐ If so, what makes these differences conflict-producing?

☐ Do these differences have to be conflict-producing?

Example: **You are a stranger.**

As soon as we label a human being "stranger," we create a separation between us. Cowboy movies always have a line like, "Who's that stranger?"—meaning "foreigner" or "outsider." These words put forth an attitude of "me (us) vs. you (them)."

☐ If we *think* of someone as a stranger, how are we going to act towards that person?

☐ If we act towards someone as if he or she is a stranger, do we create conflict before we've even met the person?

In today's world, it is common to be wary of "strangers"—and with good reason. Especially in large cities, we are not encouraged to open our doors to people we do not know. The example we are discussing, however, is one in which we are officially meeting a new person in a non-threatening situation.

Example: **You are a bad person.**

When we make someone "bad," we blame them.

☐ If we *think* someone is "bad," do we know for sure that the person really is "bad"?

☐ Is it possible that we may have a need to make this person *look* "bad" so that we can look "good"?

☐ Is it possible we met someone in the past who is "bad" who reminds us of this new person?

Example: **You are the devil in disguise.**

People at war use this approach.

☐ Do you think that by making an "enemy" appear inhuman or evil, it may be easier to kill that person?

☐ In "Sergeant Stone's Revenge," the warrior called his enemies "gooks." Do you think he degraded and humiliated these people in order to be able to kill them?

Example: **You are a horrible, frightening creature.**

We can crush a spider, shoot a rat, or stone a snake if we believe it is poisonous, dangerous and threatens our survival.

☐ Do you think we turn people into enemies for our own survival?

☐ Do you think creating enemies helps us survive?

☐ What do you think about this method of survival?

☐ Is it an old-brain method of surviving?

☐ Do you think creating enemies is the only way to survive?

Activity: **How I Create the Enemy.** *This activity is designed to help students become aware of the old-brain process that happens when our survival is threatened.*

- ✓ Pass out copies of Addendum 9A, *Enemy Images,* to all students.
- ✓ Ask students to spend 10 minutes filling in this form.
- ✓ Call time, and ask for volunteers to read their responses. Make certain everyone has a chance to respond.
- ✓ After each student reads, ask:
  - ☐ Do you think the differences between you and this person could create conflict between you?
  - ☐ What kind of conflict?
  - ☐ How does it make you feel when you look at someone and think, "different," "stranger," "bad"?
  - ☐ Do you think you could understand what creates this type of thinking and could therefore end this type of thinking?
  - ☐ What would happen if you looked at this person and thought "different," "fascinating," "someone I might like to get to know"?
  - ☐ What approach would you take with this person?
  - ☐ Are you willing to take a chance and find out how this might work?

THOUGHT FOR THE DAY:

When we see differences between ourselves and others
as reasons to separate, we create conflict.
When we see differences between ourselves and others
as interesting, we are more likely to get together,
and learn something new.

Activity: **The New Kid! A Roleplay**

- ✓ Ask for two volunteers to roleplay Bobbie and Neyun.
- ✓ Give each of them a copy of Addendum 9B, *The New Kid!*, keeping one for yourself so you can follow along.
- ✓ Ask them to read the roleplay carefully so they understand their roles.
- ✓ Then ask them to perform the roleplay.

Discussion: After the roleplay, ask:

1. Where did the conflict start? *In Bobbie's mind.*
2. Did it start as inner conflict and then become outer conflict?
3. How did Bobbie make an enemy out of Neyun?
4. Did Neyun contribute in any way to the conflict?
5. Did you see any signs of conditioning on Bobbie's part that may have contributed to Bobbie's inner conflict?
6. Does Bobbie believe people need to "look" a certain way?
7. Does Bobbie believe since one stranger was a thief, all strangers are thieves?
8. Do you think Neyun did everything possible to make friends?
9. Would you do anything differently than Neyun did?
10. If you were Neyun, would you give up on Bobbie, or would you continue to be friendly?
11. Do you think Bobbie has a beginner's eye?

Recognizing Similarities Instead of Differences

1. Use your beginner's eye to look around the room at everyone. Think, for a minute, of five ways that everyone in the room is the same. It could be physical appearance, mental ability, background.

   ☐ Who can name one way?

   ☐ Who can name another?

2. Let's make a list. *Ask a volunteer to go to the board or chart and write these as the students call them out.*

3. When we find similarities between ourselves and other people:

   ☐ Are we more likely to feel respect for them?

   ☐ When we have respect for people, are we less likely to get into conflict with them?

Assignment #9:
I Respect You like Crazy!

Pass out copies of Addendum 9C, I Respect You like Crazy!, to all students. Read the directions together.

Activity: **The Giver and the Seeker.** *This activity allows students to ask for respect and have the experience of getting it.*

✓ Ask students to close their eyes and think of three ways they would like to be respected. Give them a minute to settle down and get comfortable.

✓ Ask students to each choose a partner, or pair them off yourself.

✓ One of each pair is the Giver and one is the Seeker. Ask them to decide who is who, quickly.

✓ The Seeker closes his or her eyes and says: "I would like to be respected in the following way: (fill in the blank)." Then the Seeker opens his or her eyes.

✓ The Giver listens attentively to the Seeker's request and then responds to the Seeker in a positive way.

Examples:

1. I think you have every right to be respected in this way, and I hope you get it.

2. Maybe I can help you get this kind of respect.

3. I don't know if you will be able to get this kind of respect, but I hope you do, because I think you deserve it.

✓ Give the Seeker a moment to bask in his or her respect.

✓ Then the Giver bows to the Seeker as a sign of his or her own personal respect.

Once the Giver has bowed, the partners change places, so each has a turn at being both the Giver and the Seeker.

After the activity is performed for the second time, ask students to return to their seats.

Discussion:

1. How did it feel to speak your desire to the Giver?

2. Did you enjoy being the Giver? Why?

3. Did you enjoy being the Seeker? Why?

4. Did one role feel better than the other? Why?

5. Did you feel truly respected by the Giver?

6. Do you think the Giver really listened to you?

7. What do you think the Giver could do to be a better giver?

8. Did you really listen to the Seeker? Did you focus your total attention on the Seeker? Why?

9. Do you think it's difficult to give attention when someone really wants it? Why?

10. Do you think we people in the world today need more respect? Why do you think so?

Thinking in a New Way:

The next time you most want respect, try something new. This is part of your assignment this week, and you will see it on your assignment sheet *(Addendum 9C, I Respect You Like Crazy!).*

- *Give* respect to the person you want it from.
- Instead of *seeking* respect, *offer* it to someone.
- Sometime this week, do this—at home, at school, somewhere. When you feel yourself *wanting* respect, *give* it instead.

Respecting Yourself Conquers Fear

1. In order to respect other human beings, it is important to respect yourself.
2. By giving respect to another person, you are respecting yourself, because you are *acting* out of respect, as opposed to *reacting* to someone else's lack of respect.
3. Accept yourself for who you are, whoever that is. Acknowledge that who you are is neither "good" nor "bad." Whoever you are is a simple fact of life.
4. Respect yourself for who you are.

   ☐ How does it make you feel to accept yourself for who you are?

   ☐ Do you see respect as something you give to yourself as well as to others?

   ☐ What nonviolent alternative are you using with yourself by accepting yourself for who you are?

   ☐ Do you think it's easier to respect others if you respect yourself first?

   ☐ When you are worried about things that have happened to you, do you think you can clear your mind to make room for respect?

Summary of Lesson 9:

1. When someone becomes a threat to us, we think of that person as an enemy, because we believe our survival is threatened.

2. We create an enemy in our minds, thinking such thoughts as: "You are different from me." "You are a stranger." "You are a bad person." "You are the devil in disguise." "You are a horrible, frightening creature."

3. Thinking of another person as an enemy creates a distance between you and that person.

4. When we see differences between ourselves and other people as interesting, rather than scary, we have an opportunity to learn something new—about the other person, and about ourselves.

5. Our beginner's mind gets some exercise when we recognize similarities as well as differences.

6. When we find similarities between ourselves and others, we are more likely to feel respect toward them.

7. Sometimes we can get the respect we want by asking for it from other people.

8. Sometimes we can get the respect we want by giving it—to others, and to ourselves.

9. If we are going to understand how we prevent peace and how we create war, we can begin with respecting other people—all people.

10. Military training prepares warriors to think of other people as enemies. When we can stop thinking of others as "the enemy," perhaps we will be able to put an end to war.

Preview of Coming Attractions:

In our next lesson, we will use our detective minds to explore:

- ✩ So, you want to be a hero!
- ✩ Acting like a hero can sometimes create conflict!

Don't forget your assignment: **I Respect You like Crazy!**

Lesson 10

The Hero: Someone We Want to Be

Breakdown of Lesson 10:

What is a hero?
Is the world made up of heroes and villains?
Do we create conflict by trying to be "good"?
The meaning of good.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Why Is Everybody Always Picking on Me?* and *Fighting the Invisible Enemy,* both by Dr. Terrence Webster-Doyle.

C. Copies of Addenda 10A, *My Role Models!;* 10B, *Conditioned to Be "Good";* 10C, *Nobody's Perfect!;* and 10D, *I Want To Be Good!* for all students.

Review: Welcome students to class. Ask:

☛ When someone becomes a threat to us, why do we get scared?

☛ Are there other ways to survive besides making enemies out of people?

☛ What are some of the thoughts we get in our minds when we are creating enemies in there?

☛ What's a beginner's-eye way of thinking about someone we are scared of? *There are no "wrong" answers.*

☛ Why is it important to focus on similarities between people rather than differences?

☛ What's the best way to get respect?

Presentation of Assignment #9:
I Respect You like Crazy!

Ask for a volunteer to begin Part 1. Then, give everyone a turn. Ask:

1. Who is this person with whom you are in conflict?
2. Is this a conflict in your mind, or a conflict you have experienced verbally with this person?
3. What are three ways this person is the same as you?

After each student has had a turn, ask:

1. When you look at the three ways you are the same as this person with whom you are in conflict, do your feelings about the person stay the same? Why?
2. Can you see that understanding what separates you from another can end the conflict between you? Why?
3. Are you learning anything new from this conflict? What are you learning?

Ask for volunteers to respond to Part 2, giving respect to someone. After each volunteer responds, ask:

1. How did it feel to give respect to the person you wanted it from?
2. Did that person respond any differently towards you?
3. Do you think this is an intelligent way to live?

Story: Read story, "The School of No Sword" in *Why Is Everybody Always Picking on Me?*, p. 47. Show illustration.

Explore the Story: After reading the story, ask:

1. What does the school of "no sword" mean?
2. Why did Bokuden say he carried a sword?
3. How was Bokuden different from the boastful Samurai?
4. Would you say that the Samurai was a bully? In what way?

5. Would you say that Bokuden was a victim? How so?

6. What kind of nonviolent alternative did Bokuden use to avoid fighting?

7. What is the difference between "defeating others" and "not being defeated"?

8. Do you see ways you could resolve your own conflicts the way Bokuden did? How?

9. Do you think Bokuden was a coward? Why?

10. Do you think Bokuden was a hero? Why?

What Is a Hero?

1. A hero is admired for his or her achievements and qualities, is someone who shows great courage and strength of character.

   ☐ When we talk about "hero," who is a person who comes to mind for you? *Encourage any and all responses. Make a list on the board or chart.*

   ☐ What qualities do you most admire about these heroes you have named? *Encourage all responses, writing them across from the named hero.*

2. Because our society is always changing and very different from the way it was 20 or more years ago, television and movies have changed too. As a result, the kinds of "heroes" we have are also different.

   ☐ Who are some characters who are considered "heroes" you've seen on television or in the movies lately?

   ☐ How is this hero different from, say, a firefighter who saves a child from a burning building?

   ☐ How is this hero the same?

3. Heroes used to be the people who overcame violent and destructive "villains." Today, some of the "heroes" we watch on TV and in the movies are very violent themselves. These "heroes" use fists, knives, and guns, the same weapons the "bad" guys use.

☐ Do you think they are fighting fire with fire? Using violence to fight violence?

☐ Do you think this is an effective way of resolving their differences?

4. We have become *conditioned* to look upon violence as acceptable.

☐ Do you think that by watching these violent movies, we learn to BE violent?

☐ When we watch violence every day in movies, on TV and on the news, do you think we become *conditioned* to be violent?

☐ What's one way you think we've become conditioned to be violent?

Is the World Made up of Heroes and Villains?

1. Whenever we are faced with an "enemy," we necessarily create the need for a "hero."

☐ Why do you think this is true?

☐ Do we need someone who will fight and conquer the enemy?

☐ Are we concerned that we will not survive unless we have a hero to save us?

☐ Do we believe that we cannot survive on our own?

2. We are *conditioned* to believe that the world is made up of heroes and villains.

☐ Do you believe the world is made up of heroes and villains?

☐ Do you think some people are all good and some people are all bad?

☐ Do you think we have been *conditioned* to believe that someone can really be bad ALL the time?

☐ Do you think we are *conditioned* to believe that people can actually be perfect ALL the time?

Activity: **My Role Models!** *This activity will help students see what makes them act out unconscious roles that may cause them conflict.*

- ✓ Pass out copies of Addendum 10A, *My Role Models!*, to all students.

- ✓ Tell students: A character is defined by his or her:

  A. **Physical characteristics**, such as how the character walks, talks, looks, dresses, what languages he or she speaks.

  B. **Influences**, such as mental and psychological make-up of the character, including how he or she feels, thinks, acts.

- ✓ Tell students: Write down, in the next 10 minutes, names of people who influence you. These are people whom you look to for advice, information and guidance, whether at home, here at school, or on television and in the movies. Or they might be community leaders or national leaders.

- ✓ Ask them to write down, next to each name, whether you consider that person a hero, a villain, an average person.

- ✓ Then, have them write down why they admire each person—they are kind to you, they help you, they represent the kind of person you would like to be.

- ✓ Call time and ask for volunteers to read what they have written. Encourage EVERYONE to take a turn.

- ✓ After they have read, thank the volunteers, and ask:

  ☐ Do you try to be like that person?

  ☐ Do you dress like that person or act like that person?

  ☐ Do you *condition* yourself to identify with that person?

  ☐ Do you feel any conflict in trying to be like that person? What kind?

  ☐ Do you feel being like that person is difficult, because you are *not really* like that person?

o. Do you think trying to be like someone else requires more energy than just being yourself? Why?

☐ Do you think trying to be like someone else could cause confusion in understanding who you are?

☐ What do you stand to gain by being like someone else rather than being yourself?

☐ What do you lose by being like someone else rather than being yourself?

☐ Do you think the losses outweigh the gains?

Do We Create Conflict by Trying to Be "Good"?

1. Sometimes we ourselves dream of being a hero.

   ☐ Have you ever wanted to be a hero?

   ☐ What would being a hero do for you? *Encourage all responses.*

2. Trying to become a hero—someone admirable, someone "good," can create conflict in our minds.

   ☐ Can you see how conflict might be created by trying to become a hero?

   ☐ Is becoming a hero, in essence, trying to be someone else?

   ☐ Would trying to act like a hero, trying to be "good" all the time, create conflict between who you actually are and who you (and others) think you should be?

   ☐ Do you think it's possible to be who you are and still act heroically?

   ☐ How would you go about being yourself and still acting heroically? What would it mean to be a hero in this way?

3. By creating an image in our minds of "hero," we create a concept of "good" that suggests we do not measure up to that image, that we are NOT good.

☐ Do you think this can create conflict in our minds?

☐ When you put someone on a pedestal, do you create a difference between who that person is and who you are?

☐ Is there a difference between admiring someone and thinking of someone as superior to you?

☐ If you make a decision that turns out to be a bad one, does that mean you are not "good"?

THOUGHT FOR THE DAY:
We ALL are human beings,
and human beings are not perfect.

4. We are all good, caring people, but sometimes we make mistakes, make bad decisions, act uncaringly toward people.

☐ Do you feel "bad" when you do something that does not live up to your family's expectations?

☐ When you do something you consider "bad," do you try to make up for it? How?

☐ Do you think you can learn from situations in which you have not acted your best?

☐ What steps do you think you could take to learn from these situations?

Activity: **Conditioned to be "Good"!** *This activity can help students be more aware of how we are conditioned to be "good."*

✓ Pass out copies of Addendum 10B, *Conditioned to be "Good,"* to all students. Read aloud the newspaper quotation, in italics, (also found in *Fighting the Invisible Enemy*, p. 108).

✓ Show students the illustration on pp. 106-107 of *Fighting The Invisible Enemy.*

✓ Read instructions aloud on Addendum 10B. Afterward, ask aloud the questions posed on Addendum 10B.

✓ Then ask:

- ☐ Would it surprise you to learn that John Parsons was a straight "A" student?
- ☐ Would you be surprised to learn that he was an altar boy at his church?
- ☐ Would you be surprised to learn he was captain of the junior varsity football team, and president of his class? That he was kind to older people and everyone liked him?

Discussion: Studies of young people like John often reveal that underneath their "perfect" behavior, they are angry, disturbed and violent *because they hide their true feelings, afraid that family and friends will not accept them.* To release themselves from "wrong" or "bad" feelings, they commit violent acts.

- ☐ Are there times when you feel violent?
- ☐ What's going on in your mind when you feel violent?
- ☐ Have you taken violent actions?
- ☐ What are some things that would make you so angry you would commit a violent act?

Allow five minutes for an open discussion, permitting students to think about and discuss personal experiences, giving them the opportunity to speak up about their own violent feelings. Let them know it's okay to talk about these feelings—that we all have them.

Assignment #10:
Nobody's Perfect!

Pass out copies of Addendum 10C, Nobody's Perfect!, *to all students. Read instructions together. Ask students to fill in and bring the sheet back to your next class, prepared to read their responses to the class. They are welcome to bring in more than three examples, but three is the minimum.*

Activity: **I Want to Be Good!**

✓ Ask students to pair off, or you can pair them if you think it's more beneficial.

- ✓ Pass out copies of Addendum 10D, *I Want To Be Good!*, to all students.
- ✓ Give them a few seconds to decide who will roleplay Lee and who will roleplay Robin.
- ✓ Ask them to act out the roleplay, quietly. (There will be many reading at once.)
- ✓ When they are done, ask them to switch parts and do the roleplay again.

Afterward, ask:

- ☐ What did you think of this roleplay?
- ☐ Did it bring any new thoughts to mind?
- ☐ Do you think friends can give you ideas about how to deal with problems?

Activity: **You Be Me!**

- ✓ Divide students into groups of three or four.
- ✓ Ask the group to discuss among themselves one problem that each of them is having that they would like to roleplay in order to seek assistance with their problem. Give the groups 10 minutes (2 and 1/2 minutes per person) to briefly relate their individual problems.
- ✓ Call time, and ask the groups to decide which problem they feel is most pressing right now. Give groups five minutes to decide. Encourage them to make a decision based on need rather than on preference.
- ✓ Call time. Ask the person whose problem has been chosen (Person A) to select a group member (Person B) to play him or her. Person B will then roleplay Person A and present the problem to the group. All group members, including Person A, will contribute possible solutions to the problem. Give the groups 15 minutes for this exercise (an extra five if they need it).

✓ Call time. Ask:

- ☐ Will one person from each group give us a summary of what happened in your group?
- ☐ Did you uncover any new information for the problem?
- ☐ Person A, how did you feel having your problem worked on by friends?
- ☐ Did you feel you were given good attention?
- ☐ Do you believe the attention was helpful to you? In what way?
- ☐ How did everyone else feel helping someone with a solution to his or her problem?
- ☐ Even though you were helping someone else, do you feel that YOU learned something too?
- ☐ What did you learn?
- ☐ Did your group session help you see that everyone has problems and nobody is perfect?
- ☐ What do you believe being "good" means? *Encourage all responses.*

The Meaning of "Good"

1. Remain in your groups. We are going to take 10 minutes to work on a definition for "being good." No fair using the dictionary! We are going to create our own definition!
2. When you have come to a definition, write it on the board. *Call time after 10 minutes.*
3. Look over the various definitions.
4. Let's work together to come up with one final definition that takes all the definitions into consideration. *Take another 5-10 minutes.*
5. Creating "good" is similar to creating an enemy. Does anyone know how?

☐ When we create an enemy, do we create conflict?

☐ Where is this conflict?

☐ Is this conflict in our minds?

☐ Can you see how when we create the image of "good," we are also creating conflict?

☐ Where is this conflict? Is it also in our minds?

☐ Do you think that creating the concept of "good" may be another way we create conflict, and war?

☐ Does having a definition or explanation of being "good" create 1. goodness? 2. conflict? How?

☐ Do you think it's possible that wars have started because people were conditioned to be "good"? How?

Summary of Lesson 10

1. We all admire people we consider heroes, but heroes have changed over the years.
2. Heroes today seem more violent than they used to be.
3. Today, we accept violence as an everyday thing.
4. Faced with an "enemy," we necessarily create the need for a "hero"—someone to conquer the "enemy."
5. We all have role models—people whose words, actions and appearance we emulate.
6. We have been conditioned to believe that the world is made up of heroes and villains, and that we ought to "be good"—be heroes.
7. By making people heroes in our minds, we create a certain concept of "good" that suggests we do not measure up, that we are NOT good. This creates conflict in our minds.
8. We have more to lose than gain by trying to be someone we are not.
9. Rather than striving to "be good," we can benefit and learn more from those situations in which we did NOT act our best.

10. We can help one another by talking about and roleplaying our problems. With help, we still may not be perfect, but we'll understand our problems better!

Preview of Coming Attractions:

In our next lesson, we will use our detective minds to explore:

✩ What do bullies want more than anything?
✩ What kind of bully are you?

Don't forget your assignment: **Nobody's Perfect!**

Lesson 11

The Bully: a Person with Problems

Breakdown of Lesson 11:

What is a bully?
What is a victim?
How does bullying affect us?
Who are the bullies in disguise?
How bullies can become winners.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. One or two sheets of paper/pen or pencil for every four students.

C. Copy of *Why Is Everybody Always Picking on Me?* by Dr. Terrence Webster-Doyle.

D. Three copies of Addendum 11A, *What a Clown!* and copies for all students of Addendum 11B, *We Learn to Be Bullies!*

Review: Welcome students to class. Ask:

☛ What is a hero?

☛ What creates the need for a hero?

☛ How can making someone a hero create conflict?

☛ What do we gain by emulating a "hero"?

☛ Do you think sometimes you are torn between who you think you should be and the reality of who you are?

Presentation of Assignment #10:
Nobody's Perfect!

Ask for volunteers to read ways they've been conditioned, followed by conflict this conditioning has caused. After each volunteer speaks, ask:

1. When you feel conflict over your conditioning, what is your immediate reaction? What do you want to do about it?
2. Do you think this would be a wise solution to the problem?
3. Can you think of anything else you could do—an alternative—to resolve this conflict?
4. Whom would you consider discussing this conflict with?
5. How do you think this person would react?
6. What is a confidant?

Activity: **My Confidant!** *This activity is designed to give students the experience of roleplaying someone they consider a potential confidant so they can conjure up the advice they believe this confidant would give.*

✓ Pair students off into Confidants and Seekers.

✓ Ask students to select a problem they want to discuss with a Confidant. Give them two minutes to do this.

✓ Ask students to decide who will be the first Confidant.

✓ Ask the Seeker to roleplay the student who is playing the role of Confidant, and to ask the Confidant for advice regarding the particular problem the student roleplaying the Confidant has revealed.

✓ Give the pairs five minutes for the Confidant to give the Seeker advice.

✓ Call time. Ask the Confidant and Seeker to change roles. Make certain every student has a turn to roleplay Confidant and Seeker.

Afterward, ask:

☐ Did this roleplay help you? In what way?

☐ As Seeker, did you find that it wasn't so bad asking for help?

☐ As Confidant, did you discover that you could give good advice?

☐ By giving advice, how did you feel?

☐ If, instead of *offering* advice, you *insisted* someone do what you suggest, would you feel the same?

☐ What would you be? A bully?

Story: Read story, "Boys Will Be Boys," in *Why Is Everybody Always Picking on Me?*, p. 1. Show illustration.

Explore the Story: After reading the story, ask:

1. Can we name each and every bully in this story?
They ALL are bullies:

"You"
Jack
Mrs. Potter
Jason, the Brother
The Sister
The Father
Rambo

2. Why is each one of these characters a bully?
Mrs. Potter bullied with commands and threats.
The Sister bullied by making fun of her brother.
Jason, the brother, bullied by being sly.
The Father bullied his family by getting drunk and violent.
(The Mother was busy in the business world and didn't seem to be there at all.)

What Is a Bully?

1. Bullies come in all shapes, sizes, ages and nationalities. They can be rich or poor, educated or ignorant, male or female. Every bully is distinct, but what all bullies have in common is that they:

    - Are hurt, angry, afraid and frustrated.
    - Are people with problems.
    - Verbally and/or physically pick on others.

2. If you have ever been bullied, you know that it doesn't feel good. It's frightening and can be harmful, both physically and mentally.

3. The bully has many faces, but there are two main kinds:

☐ What do you think an "extrovert" bully is like?
Outgoing, aggressive, active and expressive, they want to be on top, in control. They are rebels, usually rough-and-tough, angry, mean on the surface. Inside, they may feel inferior, insecure, unsure of themselves. They reject rules and regulations to achieve a feeling of superiority.

☐ What do you think an "introvert" bully is like?
They don't want to be recognized. They hide. Never rebel. They find other ways to be in control, sometimes by smooth-talking, saying the right thing at the right time, or by misleading, lying, saying and doing whatever they think someone wants to hear, just to get their way.

☐ What does a bully look like? What are a bully's facial expressions? *Write on blackboard as students call out responses.*

Extrovert	**Introvert**
Angry	*Smiley*
Bossy	*Smug*
Frowning	*Cold*
Hard	*Deceptively friendly*
Cold	*Sly*
Nasty	*Deceptively polite*
Mean	*Aloof*

☐ What does a bully's body look like? Ask a volunteer to stand in front of everyone and imitate an extrovert or introvert Bully.

Extrovert	**Introvert**
Shaking or pounding fists	*Calm*
Hands on hips	*Well-dressed*
Arms crossed on chest	*Chest out, chin forward*
Legs spread apart	*Swaggering walk*

☐ What kind of language does a bully use?

Words that are cutting, hurtful, mean
Words that frighten, harass, embarrass or tease
"Punk," "Jerk," "Chicken," "Four eyes," "Shorty," "Nerd," "Dork"
Words that say, "I'm better than you"
Words that say, "I deserve more than you"

☐ Should we add some of these to our War Words chart (Addendum 5A)?

4. What all bullies have in common is that they:

- Think of their own needs exclusively.
- Want and need attention.
- Crave power and recognition.
- Use other people to get what they want.
- Have a need for an old-brain trait—revenge.
- Create war. AND, they are the *result* of war.

Discussion: How many of you have been bullied by an adult, or someone your own age? How did it feel to be bullied? Did the experience make you angry? Did you cry or feel like crying? Were you embarrassed? Did you want to act one way but wind up acting in another way? Did you find it difficult to be yourself? *Encourage all responses.*

1. Talking about inner feelings helps strengthen your mind.

2. When you can talk about what you feel, your mind learns what you need to feel good about yourself.

3. When your mind learns what you need in order to take good care of yourself, you become more powerful. Power comes from more than a strong body—it comes from a strong mind.

What Is a Victim?

1. A victim is a person who is picked on by a bully.

☐ How do we recognize a victim? What does a victim's face look like? *Write responses on board.*

Fearful
Fragile
Timid
Weak
Shy
Sad

☐ What does a victim's body look like? *Ask for a volunteer to imitate a victim. Or, you can do it.*

Arms limp by side
Shaking, legs trembling
Knees knocking
Looking down at the ground
Shoulders drooped
Head bowed down
Feet turned inward
Crouched

☐ What language does a victim use?

"I'll give you anything, just don't hit me."
"I'll tell my mother on you."
"I guess I am a nerd. Now can I have my hat back?"
Words that say: "I feel inferior to you"
Words that say: "You are better or stronger than I am."

☐ Are these words to add to our War Words chart (Addendum 5A)? Could these words ever be construed as powerful enough to create conflict? In what way?

2. What all victims have in common is that they:

- Think of their own needs last
- Want and need attention, but do not ask for it
- Do not like to be recognized
- Are used by other people
- Are the subject of war, the greatest sufferers of war
- Many victims become bullies

Activity: **What Kind of Bully Are You?** *This activity will allow students to explore the ways they have been bullied by others and ways they have bullied others.*

✓ Divide students into groups of three or four. Make sure each group has paper and pen or pencil.

✓ Ask each group to make up a list of all the ways they can think of that they have been bullied. One person can be the designated note-taker.

✓ Give them suggestions that may trigger some thoughts, such as: Have you been bullied by a sister? Brother? Classmates? Parents? A classmate? Give them about 10 minutes.

✓ Then ask each group to make another list (another person can be designated note-taker) of the ways that they have bullied other people. Give another 10 minutes.

✓ Call time, ask students to return to their seats, and ask one member from each group to recite their list.

Discussion:

1. Why do you think there are bullies in this world?

2. When a person bullies another person, what do you think that bully needs?

3. What do you think *you* need when you bully someone?

4. Do you need attention? Respect? Acknowledgment for who you are? A friend?

5. Do you think a bully has become a bully for good reasons?

6. Do you think bullies become bullies because they were treated badly? Perhaps made to believe they are not worthy people?

7. When you've been a bully, did you enjoy it? Why?
   When you've been a victim, did you enjoy it? Why?

8. Do you think you will continue to bully people and be bullied by people? Why?

9. Do you think people's bullying other people has anything to do with their instinct to survive? Is their old brain telling them this is the only way they can assert their power?

10. Do you think we are born bullies?

11. Do you think we learn how to be bullies from other people?

12. Do you think young bullies turn into adult bullies?

How Does Bullying Affect Us?

Story: Read another story, "The Day of the Bee Sting," in *Why Is Everybody Always Picking on Me?*, p. 23.

Explore the Story: After reading the story, ask:

1. The person telling the story is an adult and is still afraid to mention the names of the bullies. Would you say that the storyteller's experience has had a long-term effect?

2. Did the victim in this story fight back? Why not?

3. What happened that changed the relationship between this bully and victim?

4. What did the victim realize?

Activity: **What a Clown!** *This roleplay can show students how to use some nonviolent alternatives in a bully/victim situation. Pass out copies of Addendum 11A, What A Clown! Ask them to read over the roleplay before they perform it.*

After the roleplay:

Ask Bully:

☐ How did it feel to bully the victim around?

☐ When the victim did what you wanted, did you feel good? Powerful? Happy?

Ask Victim:

☐ How did it feel to be yelled at by the bully?

☐ Each time you tricked the bully, how did you feel afterward? Good? Powerful? Happy?

Ask all students:

☐ What did you learn by watching the bully and the victim?

☐ Was the bully someone you admired?

☐ Was the victim someone you admired?

☐ Which nonviolent alternatives did the victim use?

☐ Did the victim act or react?

☐ Did the victim use his/her beginner's eye? In what way?

☐ Did you see any conditioned thinking? What was it?

☐ Do you think this is a favorable way of handling a bully rather than simply doing exactly what the bully says?

☐ What would you do differently?

Who Are the Bullies in Disguise?

1. All of us are bullies in disguise. Each of us, at one time or another, is a bully, whether we are aware of it or not.

2. Sometimes we are bullied by bullies in disguise—people we do not immediately recognize as bullies—"introvert bullies"—people who have been victims of conditioned thinking for so long, they cannot see any way other than their own. For example:

   ☐ Have you ever lived in a town where most of the people thought a certain way, and you didn't?

   ☐ Have you ever been a member of a group where a majority of the people had one opinion and you had another?

   ☐ How did it make you feel to be pointed up as "different"?

3. Sometimes we are bullied *mentally*. People try to bully us into believing that who they are and what they do is somehow "better" than who *we* are and what *we* do.

4. Let's look at some of the ways people do this.

   ☐ Do you think the way people dress can turn them into bullies or victims? What are some examples?

   ☐ Do you think people's job titles can turn them into bullies or victims? What are some examples?

   ☐ Do you think some people's age can turn them into bullies or victims? Can you think of examples?

Kids are not born bullies.
Being very smart, we learn fast!
We imitate what we see!
We learn how to be bullies from others, usually adults.
Then WE grow up to become adult bullies.

Assignment #11:
We Learn to Be Bullies!

Pass out copies of Addendum 11B, We Learn to Be Bullies!, to all students. Read instructions aloud.

How We Can Stop Bullying

1. To stop bullying, we all need to take an *interest* in stopping it. This interest is not something somebody can give you. It can only come from you—from your beginner's eye.

2. To stop bullying, we all need to learn to understand *why* people bully. When we understand why the bully thinks and acts the way he or she does, we are less likely to want to "get back" and more interested in finding a way to reach an agreement.

3. At the very least, we can learn what we can do to protect ourselves against bullies. We can become more familiar with nonviolent ways of handling them.

4. Here are some situations that could turn *you* into a bully:

   - Someone makes fun of you or embarrasses you.
   - You've been treated roughly, and you want to strike back.
   - You want something somebody else has.
   - You feel empty or hurt and want to hurt back.
   - You want to hide the fact that you're scared.
   - Somebody wants to control you, or make you do something *they* want you to do.
   - You have a need to control someone, or make them do something *you* want them to do.
   - You are jealous of someone.
   - You want to be better than someone.
   - You are hanging out with a crowd that isn't bringing out your best.
   - You want to protect yourself from abusive people.

5. Situations like these happen every day. We are all humans. We all experience them at one time or another.

6. We all have primal instincts—survival, revenge, anger, fear! When we are young, adults often teach us to be "good"—to live our lives in an "ideal" way. This can cause us to deny those primal instincts, like revenge, anger and fear, which are, right or wrong, human and real.

- ☐ What happens when we deny our primal instincts?
- ☐ How do you feel when you cannot express your anger?
- ☐ How do you feel when you cannot express your fear?
- ☐ Do you think we create our own stress? How?
- ☐ Do you think you can express your anger and fear in a nonviolent way? How?

7. Let's add to our Basic Formula chart (Addendum 5E):

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

5. I deny my primal instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me between the ideal and the actual."

How Bullies Can Become Winners

1. If you have felt anxious, helpless, worthless, powerless, out of control, unfairly punished, hurt, ashamed, angry, frustrated, and a number of other negative feelings, do you think you've felt:
    - ☐ Like a bully or like a victim?
    - ☐ Do you think both bullies and victims have had these feelings?
2. Bullying is a lose/lose situation.
    - ☐ Have you ever had the thought: If everyone thought and acted the way I do, the world would be a better place?
    - ☐ Have you taken the thought a step further and tried to *force* someone into thinking and acting the way you do?
    - ☐ What happens when we do this, or when someone does this to us?
    - ☐ Do we create conflict?
    - ☐ Can you see how the victim loses self-esteem, and the bully loses self-respect?

3. One way to put an end to bullying is by using and strengthening our *minds*: We can understand our negative thoughts and therefore not be affected by them.

4. The conflict you feel as a bully comes from your being in two places at once. You are re-living past experiences in your mind that are causing you pain, and you are living your day-to-day existence.

Activity: **Freedom from Negative Thinking!** *This activity is a suggested way for students to learn how to free themselves from negative thoughts.*

✓ Ask students to close their eyes, sit comfortably and focus on a negative thought they have, or have had, lately. Speak softly, soothingly.

Examples: "I'm not a good person."
"I shouldn't have said what I said."
"I really messed up today."
"Sometimes, I can really be stupid."

Tell students:

✓ **Become aware** of when you are thinking negative thoughts about yourself and how you feel when you think this way.

✓ **Allow** the "negative" or "bad" thoughts and feelings to just be there. Don't judge them. Don't do anything about them.

✓ **Look** at these "negative" thoughts and feelings. Just let them be there.

✓ **Decide to talk** to someone about your negative thoughts and feelings—someone you trust. Pick someone in your mind, even if you feel scared about trusting anyone.

✓ **Notice** that your thoughts and feelings have to do with something that happened in the past. Therefore, they do *not* have to interfere with who you are *now*.

✓ **See** how understanding how negative thoughts are created can free you of them.

THOUGHT FOR THE DAY:
Life doesn't judge you. YOU judge you.

Discussion:

If you are a bully, or you have been bullied, what are some things you can do? *Encourage all responses and add the following:*

1. Talk to someone about how you feel (parents/friends).
2. Request a family time when you can talk together.
3. Talk about ways you can get what you want without hurting people.
4. Practice these ways.
5. Appreciate yourself for doing things you feel proud of.
6. Help family and friends instead of teasing them.
7. Communicate in ways that make you feel good.
8. Acknowledge you are not perfect.
9. Find friends who support your healthful feelings.
10. See the world as fresh, new. Live in this time period called "now."

Summary of Lesson 11:

1. Everyone, at one time or another, has been a bully and a victim. Bullies come in all shapes, sizes, ages and nationalities.

2. What all bullies have in common is that they verbally or physically pick on other people; they are hurt, angry, afraid and frustrated people with problems.

3. There are two kinds of bullies: extroverts and introverts. We can recognize extrovert bullies by their facial expressions, body language and verbal expressions. Introvert bullies require more awareness on our part—more beginner's eyes.

4. Many victims become bullies—for survival! Bullies are not only the result of war; they create war.

5. A bully's attack can keep us fearful for many years, even into adulthood.

6. We learn how to be bullies from others, usually adults.

7. We can begin to stop bullying merely by taking an interest in stopping.

8. Bullies as well as victims can learn to handle one another in nonviolent ways.

9. It is best that we not deny our primal instincts. This denial causes us to be divided between the "ideal" and the "real." We can allow our primal instincts to simply be. Just notice them without judging them.

10. We can help ourselves be neither bully nor victim by understanding negative thoughts.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ Our only true enemy: fear.
- ✩ We all have a place in us that has no fear!

Don't forget your assignment: **We Learn to Be Bullies!**

Lesson 12

Fear: the Only Enemy We Have

Breakdown of Lesson 12:

The first thing I think or do.
From fear to war, in one easy lesson.
We all have a place in us that has no fear.
Respect is the act that conquers fear.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Fighting the Invisible Enemy,* by Dr. Terrence Webster-Doyle.

C. Copy of Addendum 12A, *The First Thing I Do* (read ahead; add to it for your particular students.)

D. Start a Chart: I Am Who I Am.

Review: Welcome students to class. Ask:

- What's the difference between a bully and a victim? The same?
- What are the two kinds of bullies, and which is more difficult to spot?
- Why do people become bullies? Are some people just born bullies?
- What are our "primal instincts" and how can they cause us to be divided between the real and the ideal?
- Can we stop bullying each other? How? When?

Presentation of Assignment #11:
We Learn to Be Bullies!

Ask students to pull out their assignment sheets. Ask for a volunteer to name a group, then tell how this group influences him or her to become a bully. After all students have contributed their entries, ask:

1. Do you think all of these groups contribute an equal share of bullies?

2. Do some groups tend to contribute more bullies than others?

3. What's one way you can think of that might reduce the number of bullies in each of these groups? *Encourage all responses.*

4. Do you think nonviolent alternatives could help? Which ones?

The First Thing I Think or Do

Activity: **The First Thing!** *This activity is designed to make students aware of how quickly we humans become our own enemy. Rather than begin with a story, in this lesson we will begin with an activity. Pass out copies of Addendum #12A,* The First Thing!, *to all students. Add entries to this addendum that you feel relate best to your particular students.*

✓ Tell students you will read off a sentence, and as you point to them, they must respond, without thinking, with the first thing they think or do.

✓ Ask students to respond spontaneously—to say the first thing that comes to their minds. There are no "right" or "wrong" answers. Only honest, spontaneous responses. Have fun with this exercise. Enjoy it!

After going through the list, including a few ideas of your own, ask students:

☐ Why do you think you responded the way you did to these questions?

☐ To feel good? Safe? Heroic? Like a bully?

☐ Did survival have anything to do with the way you responded?

☐ What triggered that desire to survive?

☐ Were you frightened?

☐ Is there something in the back of your mind that tells you that when someone yells at you or hits you, you must yell or hit back?

☐ Why do you think people believe in revenge? What do we gain from revenge?

- ☐ When people avenge something bad that happened to them, are they creating war?
- ☐ Who is their enemy in such situations?
- ☐ What does it mean to be your own enemy? What happened the last time you were your own enemy?

From Fear to War, in One Easy Lesson

1. When our survival is threatened, mentally or physically, our old brain reaction is to feel instant fear.
2. We have two choices when we feel fear.
    - We can feel the fear, and either fight or run away; or
    - We can feel the fear, and face it—do our best to overcome it and take an action different from fighting or running away.
3. In working to overcome fear, there is an inner battle between the part of you that feels afraid and weak, and the part of you that feels sure and strong.
    - ☐ Have you considered using nonviolent alternatives on yourself?
    - ☐ Which nonviolent alternatives do you think you could use on yourself to overcome your fear in a situation? *Humor. Making friends. Standing up to yourself. Reasoning with yourself.*
4. Learning how to overcome fear in yourself could prevent a fight between you and someone else.
    - ☐ Can you see how?
    - ☐ If you stay fearful in a threatening situation, are you likely to either run away or fight?
    - ☐ What is this syndrome called?

☐ If you decide to *act* rather than *react* to the fearful situation, do you think you will fight? Run away?

☐ What are you likely to do in a threatening situation, if your mind feels strong?

5. If you face your fear, there's a chance you will be able to prevent a fight between yourself and another person.

6. If you allow your fear to keep you under the spell of negative conditioned thinking, you will feel inner conflict.

☐ Once we feel inner conflict, if we don't resolve it, what happens?

☐ Will we be upset, angry, discouraged?

☐ Will we take out our inner conflict on someone else?

☐ Is there a chance we will instigate some outer conflict?

7. Imagine everyone in the world feeling inner conflict and letting it all out in outer conflict, all over the world, all at the same time!

☐ Is there a name for this?

☐ Is this war?

From Fear to War, in One Easy Lesson:

Fear

leads to

Negative Conditioned Thinking

leads to

Inner Conflict

leads to

Outer Conflict

leads to

Global Conflict

8. Fear creates conflict, and conflict creates war. It's that simple!

Fear,
a conditioned response

leads to

Conflict,
a conditioned response

leads to

War,
a conditioned response

Activity: **The Way I React.** *This activity is meant to help students become aware of their conditioned responses when they are afraid, and understand that they have the ability to change these responses if they want to.*

- ✓ Divide students into groups of three or four.
- ✓ Ask each group to develop a short roleplay that presents a person who acts negatively toward another person, creating an enemy. The roleplay should show us how the person's negative actions are motivated.

Afterward, as each roleplay is presented, ask the audience:

☐ Why do you think this person acted this way?

☐ Do you think any of these reasons are based on fear?

☐ What would you guess that fear might be?
Afraid of looking bad? *Afraid of something "different"?*
Not being "good enough"? *Afraid of losing something?*

☐ Do you think conflict resulted because of this fear?

5. What kind of conflict was it?

6. If you had to name three possible solutions for this fearful reaction that has caused conflict, what would they be?

Assignment #12:
The Only Enemy We Have

Pass out copies of Addendum 12B, The Only Enemy We Have, to all students. Read instructions aloud.

1. There is no such thing as fear unless our minds create it.

2. There is no such thing as an enemy unless our minds create one.

3. Enemies are created whenever people are afraid. The fear says, "You are different." "You are strange." "You are an enemy."

4. By strengthening our minds, we fear less. The less we fear, the less we are inclined to create enemies.

5. The less we create enemies, the less we have war.

6. Let's add to our chart, Basic Formula for Understanding War (Addendum 5E).

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

6. The fear I've created in my brain, I project outside myself. As a result, anyone outside my tribal belief becomes a threat—an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!

As you write this on the new chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

We All Have a Place in Us that Has No Fear

Activity: **Nothing Blocks the Moon!** *The following is a quotation that will help students find a place inside themselves that has no fear. Write on the board the following quote.*

"My storehouse having been burned down,
Nothing blocks the view of the bright moon."
— *Masahide*

Tell students:

- ✓ Read this quote and think about it for a moment. *Give them a moment to think about it.*

- ✓ Imagine that your brain is like a storehouse. It is the home of your knowledge. It is all the information you have about yourself, including fearful and hurtful memories of your past.

- ✓ Pretend that the storehouse of information of hurts and fears has "burnt down" and all that you are left with is just practical information (what your name is, where you live, how much 2 + 2 is and so on—just information that is not painful or fearful).

    - ☐ How do you feel? *Encourage spontaneous responses.*

    - ☐ Are you frightened? Sad? Why?

    - ☐ What does it feel like to have no memory of past hurts or fears?

- ✓ Can we fear enemies if we have no image or memory of them?

- ✓ If we remember feeling hurt (emotionally), will we be free in the moment?

- ✓ What effect will this free brain have on ending conflict?

- ✓ Are conflict and war created by our brains being filled up with past hurts and fears?

- ✓ What else in the "storehouse" could "burn down" that would help end conflict?

- ✓ That is, what past information stored in the memory (the "storehouse") causes conflict in the present? Individually? Globally?

- ✓ Are the causes of conflict, war "stored" in our brains waiting to react, to bring conflict back in the present moment?

- ✓ How can you "empty" or "burn down" that storehouse of hurtful or fearful memories? Is it important to do this? Why?

Add to Chart: Pull out chart, Ways of Thinking, Addendum 1B, and ask for suggestions of what to add to this list based on this exercise.

Activity: **Break the Enemy Image! Break the Fear!** *This activity is meant to help students become aware of how they have the power to remove an enemy image from their own minds. They should remain in their seats and write down responses on a piece of paper, as you read each checked portion of this activity.*

Tell students:

✓ Think of a situation—at home, at school, in your community—in which you created some kind of enemy. Write down the person, situation, group, or country involved.

✓ Write down how this enemy was created in your mind. Something somebody said or did? A TV ad? A group response that you didn't agree with?

✓ How did you respond to this enemy? Did you become the hero warrior in the face of an enemy? Write down your response.

✓ As a result of your hero warrior response, did the "enemy" counter-attack? Write down what happened.

✓ Were you happy with the outcome of this situation? If it happened again today, would you act differently? Write down whether you were happy and what you would do differently.

✓ Now, go back in your mind to the point at which you created the "enemy" in your mind.

✓ Break the enemy image! Think of something you can do to resolve the conflict so that this person, group, or country, *never* becomes an enemy. Write down one or two approaches you could take to break the enemy image.

Give students a few minutes to think this through and write it down. Then, call time and ask for volunteer responses.

Breaking the Enemy Image

1. When we are *physically* threatened—an oncoming car, someone coming at us with a knife or a gun—the threat is immediate. We must act quickly. In these threatening situations, there may not be time to break the enemy image, and we must do whatever we can to survive.

2. When we are *mentally* threatened—someone calls us a name, a dog frightens us, we are scared by the presence of someone who dresses differently or acts differently—the threat is not happening now. What IS happening now is that we are being reminded of something that happened in the past that was like this situation. Therefore, we do NOT have to act quickly. We can LOOK at this threat, without judging it, and see that it is only an *image* of a threat. Seeing it as such, we are free of its influence.

THOUGHT FOR THE DAY:
A *physical* threat is now. We must act on it NOW.
A *mental* threat is based on past experience. We can think about it BEFORE we act!

3. The place inside us that is intelligent, aware, is the place we need to get to in order to break the enemy image.

   Brain Pattern #1
   Situation: There is a stranger.
   Fear: This stranger looks bad and will harm me.
   Conditioned response: I'd better run away.

   Brain Pattern #2
   Situation: There is a stranger.
   Fear: This stranger looks bad and will harm me.
   Conditioned response: I'd better get ready to fight.

4. If these brain patterns are part of a *physical* theat to your life, your decision may very well be to run or fight, as in Brain Patterns #1 and #2.

5. If you are *mentally* threatened—there is no immediate danger, but you are experiencing fear—this is your opportunity to break the enemy image, as in Brain Pattern #3.

Brain Pattern #3

Situation: There is a stranger.
Fear: This stranger looks bad and will harm me.
Notice fear: I'm scared. I feel threatened.
Stop! Think!: Should I run away? Should I fight?
Break enemy image: Maybe we can talk.

6. Here is an approach to a global conflict, patterned after the situation in Brain Pattern #3:

Approach to Resolution of a Global Conflict

Situation: Our country is threatened by another.
Fear: That country is bad, and wrong.
Notice fear: Our country is frightened by that country.
Stop! Think!: Will we have to defend and protect ourselves against this country?
Break the enemy image: Let's discuss what creates our differences, so we are not separated by mental boundaries!

Summary of Lesson 12:

1. Sometimes your greatest enemy is yourself.

2. When we can resolve conflicts inside us, we are more likely to get better at resolving conflicts outside us.

3. We have three choices when we feel fear: fight, run away, or face the fear and take action.

4. From fear to war, in one easy lesson: Fear (leads to) Negative Conditioned Thinking (leads to) Inner Conflict (leads to) Outer Conflict (leads to) Global Conflict.

5. Fear creates conflict, and conflict creates war. All of these are *conditioned* responses: fear, conflict and war.

6. There is no fear unless our minds create it.

7. There is no enemy unless our minds create it.

8. Whenever you notice differences between yourself and another person, you are creating a potential enemy.

9. We all have a place in us that has intelligence which can free us from fear.

10. The place inside us that is intelligence, awareness, is the place we must get to in order to break the enemy image.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ What is real?
- ✩ Respect: the act that conquers fear!

Don't forget your assignment: **The Only Enemy We Have**

Lesson 13

Respect: the Act that Conquers Fear

Breakdown of Lesson 13:

Focusing only on survival creates conflict.
What is real?
Respect: the act that conquers fear.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Tug of War,* by Dr. Terrence Webster-Doyle.

C. One Copy of Addendum 13A, *Suggested Facts or Beliefs,* cut in strips.

D. Copies for all students of Addendum 13B, *The Ways We Are the Same.*

Review: Welcome students to class. Ask:

- Who is our greatest enemy? Why?
- How does solving conflicts inside us reduce the chance of war?
- What's the one single element that creates conflict?
- What do we notice about another person that makes that person a potential enemy?
- How can we break the enemy image?

Presentation of Assignment #12:
The Only Enemy We Have

Ask students to pull out their assignment sheets. Ask for a volunteer to recite a conflict situation at home, school or elsewhere. As each student reads, ask other students to pay close attention to the three possible actions the reader is proposing to take to relieve the fear in the situation. Then ask:

1. Do you think these actions will help resolve this particular conflict?

2. Why do you think so?

3. If you were on the other side of this conflict, would you feel good about this potential resolution? Why?

Story: Read aloud the story, "Through the Eyes of Peace," in *Tug of War*, p. 18.

Explore the Story: After reading the story, ask:

1. Who were the terrorists?
2. Who were the freedom fighters?
3. Do you think the two factions were scared of each other?
4. Were both sides creating enemies out of the others?
5. What did you think of the "experts"? Did they resolve anything?
6. What did the young girl see that no one else saw?
7. How did her father respond to what she saw?
8. What did you think about the girl's response?
9. Have you seen other situations like this one? Where?
10. What do you think the two opposing factions would have to do to stop the conflict between them?

Focusing Only on Survival Creates Conflict

1. If we cannot resolve conflict between us in our everyday relations with other people, one-to-one, parent and child, classmate and classmate, teacher and student—what hope do we have of resolving wars between countries?

2. When our old brain rules our thinking, our focus is only on our survival:

   - When we fight or run away from a conflict without understanding it, our "old brain" is in charge.

   - When our focus is on "winning," then someone has to lose, and this does not resolve the conflict.

- Negative competition creates conflict. Positive competition encourages people to learn from winning *and* losing.

- When our feelings are hurt, it is common for us to think only of surviving these hurt feelings. RESOLVING these feelings is a different action from SURVIVING them.

  - ☐ When you are hurt by something somebody says or does, do you hide it? Lash out at the person? Fight the person? Refuse to talk to the person?

  - ☐ When you are hurt by something somebody says or does, do you ask yourself: What can *I* do to resolve this difference between us? Or do you wait for the other person to make the first move?

  When we are *scared*, it is common for us to think only of surviving our fear.

  - ☐ Do you try to hide the fact that you're scared? What do you do to hide it? Yell at the person who scares you? Run away? Create separation between you and that person? Create separation in your own mind between what you want to feel and what you really feel?

  - ☐ When you are scared, do you talk to yourself? Do you ask: What can I do to resolve this fear inside me? Does pretending not to be scared really help me be less scared? I'm a human being. Human beings get scared. What can I do to lessen my fear and develop my strong mind?

3. Let's add to our chart, Basic Formula for Understanding War (Addendum 5E).

   BASIC FORMULA FOR UNDERSTANDING WAR
   Today's Entry:

   7. Conflict is created between me and others by differences and separation—which begin in the mind.

   As you write this on the new chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

4. Conflicts most often begin because of *words* people say.

   - ☐ How do we use words? What do they describe?
   - ☐ Do we use them to communicate—to inform and understand each other?
   - ☐ If I say the word "automobile," do you connect that word with the object that is in your driveway or parked in your garage, or in front of where you live?

5. Words help us give directions, teach new ideas, explain our thinking and get things done.

6. Words sometimes create conflict. It's difficult to understand conflict if we MISINTERPRET the words someone uses to communicate with us. Just as we are using beginner's eyes to learn more about the world around us, we must listen with beginner's ears to the words people say to us.

What Is Real?

Activity: **A Fact Or A Belief?** *This activity is designed to help students look at and listen to words in a new way, enhancing their experience in determining whether the words they are hearing provide a fact or a belief. Tell students:*

- ✓ The following is something your parents may say to you to encourage you to get a better education:

  "If you go to college, you can earn a degree.
  Then you'll be able to find a good job."

- ✓ Is this a fact or a belief? *Allow time for discussion, revealing the first sentence is a fact—if you go to college, it is certainly possible to earn a degree—and the second sentence is a belief—there is no guarantee you will find a job if you go to college.*

- ✓ When adults pass their *beliefs* on to us, they don't usually say, "This is not a fact; this is what I believe." Often they express their beliefs as if they were facts. This conditioning can be misleading. They don't intend to mislead us, but are merely passing along a strong belief they have.

✓ What do you think the purpose of going to college is?

To learn all you can.

To be better able to understand yourself and others.

Pass around a hat or bowl with sayings on slips of paper. See Addendum 13A, Suggested Facts or Beliefs, *or use your own. When you use your own, you can make them more specific to your particular students. Next ask for a volunteer to begin by selecting one of the slips of paper. Ask the student to read the slip of paper and then ask:*

☐ Is it a fact or a belief?

☐ Why do you think so? How do you know?

☐ If it is a belief, do you believe it too? Why?

☐ If you don't know for sure, what does your inner voice tell you?

After each volunteer has had a chance to select a topic, ask:

☐ What's the difference between a fact and a belief?

☐ Is a belief something some people hold to be true they aren't really sure about?

Example: The god of thunder makes it rain.
(At one time, people believed this.)

☐ Is a fact something we all understand to be the truth—something that has been proven?

Example: The world is round.
(We have seen the world and know it is round.)

✓ Pull out chart, Ways of Thinking, Addendum 1B; ask for suggestions of what to add to the list based on what we learned in this lesson.

Respect: The Act that Conquers Fear

1. In order to decide whether we are dealing with a fact or a belief, we need to have the ability to see all sides of a story. A Sherlock Holmes mind looks at all sides of a story before it reaches a conclusion.

2. When we are frightened by a situation or a person, our tendency is to NOT look at all sides of the situation or the person, but rather to focus exclusively on our own side—on OUR survival.

3. When we are scared, we look almost exclusively at the DIFFERENCES between ourselves and another person.

4. To strengthen our minds, we need to teach ourselves to look at the SIMILARITIES between ourselves and others—to see how we fit into a situation, rather than how we don't belong.

5. The young girl in the story, "Through the Eyes of Peace," saw the warring people as the same—something they did not see in themselves.

   ☐ Have you been in a situation in which you have seen people fighting with each other, and you know that basically they are the same kind of people?

   ☐ Have you seen political candidates debate and felt that they were saying the same thing, but in different ways?

   ☐ When you are in conflict with someone, do you focus on the differences between you, or do you look for points you agree on and ways you are the same?

   ☐ Do you use those similarities between you to find a way to resolve your differences?

Assignment #13:
The Ways We Are the Same

Pass out copies of Addendum 13B, The Ways We Are the Same, to all students and read aloud.

1. When your focus is truly on finding a *resolution* to the conflict between you and another person, you must focus on the ways you are the same, rather than on the ways you are different.

   ☐ When you focus on your differences, what will happen?

☐ When you are focused only on your survival, your escape, or your victory, what will happen?

☐ When you are focused on being "right" or "good," what will happen?

2. When your focus is on the ways you are the same, rather than on the ways you are different, your point of view changes.

☐ Do you think you will feel better or worse focusing on similarities?

☐ Do you think the other person will feel better or worse focusing on similarities?

☐ Do you think you will feel like fighting when you focus on similarities?

☐ Do you think you will feel frightened when you focus on similarities?

3. Focusing on what we have in common is an act of respect.

☐ What is respect? *Encourage all responses.*
Caring about another person.
Thinking about people besides ourselves.
Honoring someone.
Accepting people for who they are.
Being considerate, attentive.
Admiring someone for the special gifts they have.

☐ Is respect something you want?

☐ How do you feel when someone respects you? Do you like the eeling?

☐ Would you guess that everyone enjoys being respected?

☐ How do you feel when you respect someone else?

☐ How does it feel to respect someone, genuinely, without being told to do it?

4. The act of respect not only feels good to you when you get it, and feels good to you when you give it, but has an added benefit: the act of respect conquers fear! When we can respect one another for who and what we are, there will be no reason to be frightened of one another.

THOUGHT FOR THE DAY:
Respect is the act that conquers fear.
When we can genuinely respect one another,
we'll have nothing to fear.

Summary of Lesson 13:

1. When our old brain rules our thinking, our focus is only on our survival.

2. The kinds of thoughts our old brain comes up with are: I'm scared! I want to win! I have to run away! I have to fight!

3. Such thoughts create conflict between ourselves and others.

4. Conflict comes about when we focus on differences, which creates separation.

5. These thoughts of differences and separation are not created outside us; they are created in our own minds.

6. An awareness of words and the things people say helps us figure out whether what we hear is a fact or a belief.

7. There is always more than one side to a story. A Sherlock Holmes mind examines ALL sides of a story before coming to any conclusions.

8. It is mind-strengthening to look at how we are the same.

9. When in conflict with another person, focusing on our similarities, focusing on how we fit into a situation, helps resolve the conflict.

10. Focusing on what we have in common is an act of respect, and respect is the act that conquers our fear. If our fear is conquered, there is no enemy, and, therefore, there is no conflict.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ The real source of our power.
- ✩ The source of our best thoughts and solutions.

Don't forget your assignment: **The Ways We Are the Same.**

Lesson 14

The Real Source of Power

Breakdown of Lesson 14:

Where does our power come from?
What are the real symbols of power?
Who must we trust to be powerful?

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Why Is Everybody Always Picking on Me?*, by Dr. Terrence Webster-Doyle.

C. Copies for all students of Addenda 14A, *The Structure of Power;* 14B, *Power!;* and 14C, *The Source Of My Power!*

D. Two cloth black belts (or neckties).

Review: Welcome students to class. Ask:

☛ What kinds of thoughts does our old brain come up with?

☛ Do these thoughts help us create differences and separation from one another?

☛ What must we focus on in order to resolve our conflict?

☛ What is respect?

☛ How does respect break the enemy image?

Presentation of Assignment 13:
The Ways We Are the Same

Ask students to pull out their assignment sheet, Addendum 13D. Ask for a volunteer to read responses to the questions asked. After each person reads, conduct a short question period in which you ask:

1. What do you think about the resolutions to this conflict?

2. Do you think finding the similarities helped the situation?

3. Would you add any suggestions to the steps for resolution?

Story: Read aloud the story "The Day of the Bee Sting," in *Why Is Everybody Always Picking on Me?*, p. 23. Show illustration.

Explore the Story: After reading the story, ask:

1. The storyteller experienced this when he was a young boy. He is now in his 50s and is still nervous telling the story. Do you think this incident had a strong effect on him?
2. Was the storyteller someone who enjoyed fighting?
3. Did the storyteller fight back?
4. On this particular day, when the bully had the storyteller pinned down, what happened that changed the relationship between them?
5. Was the bully surprised by what happened? Why?
6. Was the storyteller surprised by what happened? Why?
7. What did the storyteller find out about himself that he didn't know before?
8. Is it possible that the storyteller was always powerful and just didn't know it?
9. How could it happen that someone like the storyteller wouldn't know his own strength?
10. Do you think *conditioning* might have something to do with the storyteller not knowing his own strength?
11. Have you ever felt weak even though somewhere deep inside you, you know that you have strength?
12. What can you do to find your own inner strength?

Activity: **Instant Official.** *This activity is meant to show students how we've been taught to believe that power comes from something outside ourselves.*

✓ Choose two students, one to be President-for-the-Day, and another to be Vice-President-for-the Day.

✓ Give each of them a black belt (or necktie) to wear that makes them official officers. Have a one-minute ceremony that officially appoints them as officers.

✓ Give these students no further duties as President and Vice President. Just let them wear their belts (or neckties) proudly.

✓ Keep an eye on these students during the course of this class to see whether they may act a bit more powerfully than usual. Perhaps they will speak with a bit more authority, or want to participate more in class activities, or want to answer questions more often than in the past. Give them the opportunity to do so.

Where Does our Power Come from?

1. We are often encouraged to do what we are told rather than make a decision for ourselves.

   ☐ What does such encouragement imply to you? That you are smart? That you are dumb? That you don't matter?

   ☐ When you are instructed to do what you are told, rather than asked your observation, how do you feel?

   ☐ Are you encouraged to do any thinking for yourself?

   ☐ When you know that someone else is taking care of a situation, what happens in your mind?

   ☐ Does your mind shut down? Do you leave the thinking to someone else, just like you would leave the driving to the driver, once you switched from the driver's seat to the passenger seat?

2. We live in a world of "experts." There are experts all around us—on television, in the movies, writing articles in newspapers and magazines.

- ☐ When was the last time you saw or heard an expert?
- ☐ What was the situation?
- ☐ What did you think of this expert?
- ☐ Did this expert speak with authority?
- ☐ Did the expert give you information you didn't already know?
- ☐ Did the expert give you information you agreed with?
- ☐ Why do you think this person was considered an expert?

3. While there are many intelligent, well-informed people in our world, when we leave the thinking to them, we are more inclined not to do any thinking for ourselves.

    - ☐ Do you think of yourself as an expert? Why?
    - ☐ On what subject could you possibly be an expert?
    - ☐ Do you think you are an expert on your own thoughts and actions?
    - ☐ Are you an expert on your study capabilities?
    - ☐ Are you an expert on what it's like to be someone your age in school?

4. Year after year, we can become more and more of an expert on who we are, as individuals, and what is intelligent for us in our lives. The more we determine what's right for us, the more we are able to decide whether what those "experts" tell us is really best for us.

5. The more you LISTEN to your inner voice, the more you become AWARE of your own thoughts and actions. This enables you to FOCUS on why you think the way you do, and how your thoughts trigger the actions you take.

6. The more AWARE you become of your own thoughts and actions, the more you develop your ability to read *other* people's thoughts and actions.

7. The more you are able to identify other people's thoughts and actions and zero in on your own, the more powerful you become.

8. We join groups because we believe that a group provides us with power. We believe the group's beliefs give us an ideal. But your power does not come from the group. Real power comes from inside you.

THOUGHT FOR THE DAY:
Real power begins in your mind.

The Structure of Power

Pass out copies of Addendum 14A, The Structure of Power, to all students.

1. To better understand power, let's take a look at its structure.

2. Power has an inner structure that determines how your expression of it will look.

3. Your attitude—what you think—is the first ingredient of your power.

   ☐ What kind of attitude do you think creates power?

   ☐ Angry and tough?

   ☐ Quiet and timid?

   ☐ Focused, with beginner's eyes and ears?

4. Your emotion: the way you feel, the way you take action—which is based on what you think—is the second ingredient.

   ☐ What kind of emotion do you think creates power?

   ☐ Anger and frustration?

   ☐ Fear and resentment?

   ☐ Calm and self-assurance?

5. When you are focused, with beginner's eyes and ears, feeling calm and with natural self-assurance, you expend the least energy and yet maintain the highest level of awareness.

6. With the highest level of awareness you can attain, you have all the power you can possibly achieve. A strong mind is the most powerful tool you have.

Activity: **Power!** *This activity helps increase students' awareness of the structure of power.*

✓ Divide students into teams of three to five. Give each student a copy of Addendum 14B, *Power!*

✓ Assign one situation to each team.

✓ Ask the team to determine, from each situation:

1. What is the primary attitude of this person?
2. What is this person's emotional state?
3. What results will this person achieve? Why?
4. How would you measure this person's level of power?

✓ Give the teams 10-15 minutes to do this exercise.

✓ Call time. Ask members of each team to read their results.

What Are the Real Symbols of Power?

1. What are some things we have all been conditioned to believe are symbols of power? *Encourage responses.*

Guns, knives
Muscles
Karate moves
A loud voice
Money, property
Fame

2. What emerges in your mind as a real symbol of power? Let's make a list. *Encourage all responses. Write them on the board as they are called out.*

    Awareness
    Perception
    Attention
    Insight
    Knowing myself
    Focus
    A positive attitude

3. In order to feel and be powerful, it is essential to keep working your beginner's eye.

4. Developing a strong mind means being aware of:

    - What's happening around you
    - How you are being treated
    - How you are treating others
    - What makes you angry and why
    - Who makes you feel uncomfortable and why
    - The importance of self respect
    - The importance of respecting others

5. Part of being aware is listening to your feelings and the feelings of others. Many of us have been conditioned not to trust our feelings, but our feelings are real and need to be acknowledged.

6. It takes practice to listen to feelings, just as it takes practice to become a great soccer player, a great writer, or an accomplished musician.

Activity: **Listening to Feelings.** *This activity is designed to help students become aware of other people's body language and expression of feelings.*

✓ Ask for three volunteers: One victim and two bullies.

✓ **Instruct the victim:** *Give the victim a pen to put in his or her pocket. Tell the victim:* Do nothing but carefully WATCH THEM and WATCH YOUR FEELINGS. As you do this roleplay, keep in mind what you SEE and FEEL.

✓ **Instruct the bullies:** *Take the bullies out of the room. Tell them:* Whisper to one another about how you are going to make fun of the victim, pin his or her arms back and shout at him or her, threaten him or her if he or she doesn't give you the pen in his or her pocket, or the watch on his or her wrist. *Tell them they will NOT actually do this, but they will whisper about it. Tell them they* MUST NOT BE HEARD, *but they must* USE THEIR HANDS AND FACES *to express what they plan to do, and to be as threatening as they can without actually being physical with the victim. Bring them back into the room.*

✓ **Instruct the class:** Watch the bullies and the victim carefully. I will ask you about your awareness of what the bullies are going to do and what you believe the victim is thinking.

✓ Ask the bullies to begin.

1. After the roleplay, thank the volunteers, and ask the victim:

   ☐ What was running through your mind as the bullies whispered to one another? How did you feel? Were you scared? Did you think they would hurt you?

   ☐ Were they communicating what they were going to do to you? What did you feel?

   ☐ What signals did you read that made you feel the way you did?

2. Ask the class:

   ☐ What did the bullies communicate to you they were going to do?

   ☐ Can you think of times when you saw a fight about to happen? What signs did you see that it was going to happen?

   ☐ Why do you think it may be important to be AWARE of body language—the movements people make with their hands, face, eyes?

Who Must We Trust in Order to Really Be Powerful?

1. Ask the President and Vice President of the class to stand before the class. Ask:

   ☐ How are you doing today?

   ☐ Did you feel any different today from the way you usually feel in this class?

   ☐ Did you feel more powerful?

   ☐ Where did you get this power from?

2. Ask the two students to return their black cloth belts (or neckties) to you, and thank them for their participation.

3. Hold up the belts (or neckties) to the students and ask:

   ☐ What do you see in these belts? Power? Strength? Wisdom? Energy?

   ☐ Where does this great power or strength come from?

   ☐ If this is only a piece of black cloth, as I believe it is, where does the power and strength come from?

   ☐ How did our minds get this image of power and strength from this belt?

   ☐ Is there real power, real strength, real wisdom in this belt?

   ☐ What is the purpose of these belts? *To hold up our pants!*

4. To be powerful, the first person you must trust is yourself.

   ☐ Where does our real source of power begin?

   ☐ Once we feel this power, will we show it?

   ☐ Is this power something that makes us feel superior to others?

   ☐ Are we powerful because of something that comes from outside us?

☐ Is this power a sense that we can solve problems?

☐ Is it a sense that we can understand our own feelings and the feelings of other people?

☐ Is it a feeling of self-respect as well as a feeling of respect for those people around us?

Assignment #14:
The Source of My Power!

Pass out copies of Addendum 14B, The Source of my Power!, to all students. Read instructions aloud.

Summary of Lesson 14:

1. Experiences when we are very young can continue to have an effect on us even when we are adults.
2. We are more powerful than we give ourselves credit for?
3. We are often encouraged to do what we are told rather than make a decision for ourselves.
4. We live in a world of experts, but it is best not to leave all the thinking to them, and to learn to think for ourselves.
5. Listening to our inner voices helps strengthen our minds.
6. A lot of power is physical, but real power begins in our minds.
7. Attitude + Emotion = Response = Power. What you think, plus how you feel equals the action you will take, which determines the strength of your response.
8. The real symbols of power are different from those we are brought up to believe. These symbols include awareness, perception, insight, attention, knowing yourself, and focus.
9. It takes practice to listen to feelings, just as it takes practice to play football, or master the martial arts.
10. When we can trust and respect ourselves, we are truly powerful.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ How our self-image can cause conflict.
- ✩ The mechanical error in our brain's computer!

Don't forget your assignment: **The Source of my Power!**

Lesson 15

Does Your Brain Know Who You Are?

Breakdown of Lesson 15:

What is a self-image?
What kind of self-image causes conflict?
Is there a mechanical error in our brain's computer?
How important is it to know yourself?

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Fighting the Invisible Enemy,* by Dr. Terrence Webster-Doyle.

C. Copies for all students of Addendum 15A, *The Image That Set Me Off!;* 15B, *This Is Who I Am;* 15C, *A Doublespeak Quiz* (don't copy answers!).

D. Start a Chart: Doublespeak Samples (See Addendum 15D).

E. Photographs of yourself when you dressed differently many years ago.

Review: Welcome students to class. Ask:

☛ Why is it dangerous for us to rely on a world of "experts"?

☛ What is the real source of your power?

☛ What is the point in listening to your inner voice?

☛ What determines the strength of your response in any given situation?

☛ What are the real symbols of power?

Presentation of Assignment #14: The Source of my Power!

Ask students to pull out their assignment sheets. Ask for a volunteer to respond to the questions on the sheet. Your participation is helpful. After each volunteer answers the questions, ask the rest of the class:

1. Can you add any insights to this situation?
2. Do you agree with the recommendations that have been made regarding this situation?
3. Do you believe the recommendations were made in a respectful way? If not, what do you think could help?

What Is a Self-Image?

1. A self-image is a picture you have of yourself in your mind.
2. Sometimes your self-image is positive (I am who I think I should be!), and sometimes it's negative (I'm not good enough. I wish I were like...). It can vary from day to day—sometimes hour to hour.
    - ☐ Are there times when you look in the mirror and don't like what you see?
    - ☐ Are there times when you look in the mirror and think, "I am not satisfied with what I should be; I want to look better."
    - ☐ Do you think the way you feel about how you look has anything to do with your face? Your body? Your skin? Your hair? Your clothes?
3. Perhaps there are times when you wish you could be someone else.
    - ☐ If you could be someone else, who would you be?
    - ☐ Would you be a rock star? A great athlete? Someone you know personally?
    - ☐ Do you find yourself dressing to present a certain image of who you'd like to be?

4. Most people don't fit completely into a stereotype, but many people fit certain images. Do you know anyone who fits these images?

   - The California Surfer
   - The Preppy Class President
   - The Punk Rock Star
   - The Popular Cheerleader
   - The Super Jock
   - The Academic Achiever

   ☐ Can you think of other "looks"?
   Show illustration in "Fighting the Invisible Enemy," pp. 88-89.

5. We often dress to match an image because we believe it makes a statement about who we are.

6. We believe this gives us a sense of belonging to a particular group or "clique."

7. It is common for people to experiment with these looks, especially young adults, changing from one to another in an exploration of who they are.

Activity: **My Clothes Tell the Story!** *This activity will help students become more aware of how they use clothing to help define who they are.*

✓ Divide students into groups of three—five.

✓ Ask students in each group to select one willing volunteer who apparently dresses to create a particular image.

✓ Remind students that we want to discuss people's images in a respectful way. We don't mean to judge anyone, only to take notice of the images we project.

✓ In a group discussion, each group needs to determine the following (write these on the board):

1. What is the self-image projected by this person?

2. Does the image match the real person?

    3. Why do you think this person dresses this way?

    4. Have you asked this person why he or she dresses this way?

    5. What kind of image do you get from this person that might be different from the image projected?

8. Sometimes our exploration of who we are continues long after we are out of school. People dress a certain way to get a position they want or to become part of a particular group or organization.

    ☐ Can you think of a way someone might dress to get a certain job?

    ☐ Can you think of a way someone might dress to get into a particular organization or group?

9. As we get older, we often change our image because it no longer represents who we are or who we want to be.

10. There are many corporate executive "preppies" who dress in expensive suits who used to dress like punk rockers.
    If you have photographs of yourself in your earlier days, bring them in! Show students! Ask them to bring in photos of their parents or grandparents to illustrate how differently people dress.

What Kind of Self-Image Causes Conflict?

1. A problem with self-images is that they can cause conflict.

    ☐ Can you think of a situation in which a negative self-image might cause conflict? A positive self-image? *Encourage all responses.*

    ☐ When we believe that our image is superior to someone else's image, do we cause conflict?

    ☐ If you are a punk rocker and you decide you don't like preppies, no matter who they are, are you creating conflict?

    ☐ If you have a certain image in your mind about how an English teacher ought to look, and your new English teacher walks in looking entirely different, and you are unhappy about that, are you creating conflict?

- ☐ Where is all this conflict first created? *In your mind.*
- ☐ Does this kind of thinking create harmony in your mind?
- ☐ Does this kind of thinking create harmony between you and this person?

2. Imagine that the color RED looks at the color BLUE and decides not to like it because it isn't RED.
    - ☐ Does that sound as strange to you as it does to me?
    - ☐ Why is this an impossible situation?
    - ☐ Can red be any other color than what it is?

3. Imagine that Bridget, the punk rocker, looks at Malcolm, the preppy, and decides not to like Malcolm because he isn't a punk rocker.
    - ☐ Does this sound just as strange?
    - ☐ Is it the same situation?
    - ☐ If Malcolm is a preppy, and that's who Malcolm is, that is the image he thinks he wants to have or should have.

4. Now, imagine that one country declares war on another country because the other country doesn't want to act the way the first country does.
    - ☐ Is this the same situation?
    - ☐ Is this a more serious situation? Why?
    - ☐ Can you see the danger in believing that there is a "right" image and a "wrong" image?
    - ☐ What is that danger?

Assignment #15:
The Image That Set Me Off!

Pass out copies of Addendum 15A, The Image That Set Me Off!, *to all students. Read instructions aloud.*

Discussion:

1. Why do *you* think young people sometimes make fun of how other young people dress or act?
2. What do you think causes a young person to think his or her way of dressing or acting is better than someone else's way?
3. Do you think fear has anything to do with it?
4. What role does conditioned thinking have to do with it?
5. Do you believe this is old brain thinking? Why?
6. How would you change your old brain thinking to beginner's eye thinking in such a situation? What would be a new way of looking at this situation?
7. What would a Wise Master do in this situation?
8. What would Sherlock Holmes do in this situation?
9. What would YOU really like to do in this situation?

Is There a Mechanical Error in our Brain's Computer?

1. Just as we create conflict by identifying with a movie character we see—that character is just an image, not someone real—we also create conflict by trying to live up to any image that is not us.

   ☐ Why would you want to be someone you are not?

   ☐ Remember how we talked earlier about our brain being like a computer?

   ☐ Is it possible that there is a mechanical error in this computer?

   ☐ Would you consider it a malfunction in your computer if it were to randomly select an "enemy"? A scapegoat? Villain? Only one way to be? A "wrong" way? A "right" way?

   ☐ Would you consider it a malfunction if the brain in your computer decided that the "right" way for you to be was entirely different from the way you want to be?

2. Trying to live up to an image that is not us is living a lie.

3. The most important problem in trying to live up to an image is that it limits us. It keeps us from being who we really are.

4. Trying to be someone we are not causes us pain. We want to be like her, but we can't because we are NOT her.

5. When we create a villain or enemy, we look down on, make fun of or create a feeling of superiority toward him or her, making that person "wrong."

6. When we create a hero—look up to a celebrity or someone else we strongly admire, and try to be just like that person—we are actually trying to be someone who truly does not exist!

Activity: **This Is Who I Am.** *This activity asks students to identify themselves and enables them to see themselves and others in a similar light.*

✓ Pass out copies of Addendum 15B, *This Is Who I Am*. Read instructions aloud.

✓ Give students 10 minutes to fill in this questionnaire. Ask them to print or disguise their handwriting so that nobody recognizes it. *Teachers are encouraged to participate.*

✓ When all students have completed their questionnaires, collect them.

✓ Shuffle the questionnaires and pass them out to the class. Ask if anyone got their own. If so, collect that one and a few others, and re-distribute. The idea is to not know whose questionnaire you got.

✓ Ask for a volunteer. Ask that volunteer to read aloud all 10 responses. Then ask:

- ☐ What do you think of the person described on the questionnaire?
- ☐ Based on this questionnaire, do you think this person is someone you like? Would want for a friend?
- ☐ What image do you get of this person?

Do this in a positive way, creating fun for everyone.

- ✓ Ask the person whose description it is to reveal him- or herself.
  - ☐ Is this the person you would guess would fit this description?
  - ☐ Are you surprised that this person goes with this description?
  - ☐ What do these results tell you about images?
- ✓ Ask for as many volunteers to go through this process as time permits, making this exercise as much fun as you can.

How Important Is it to Know Yourself?

1. You already know that the image of "enemy" does not exist unless we create it in our minds.
2. One reason we create such an image has to do with our desire to "belong." Wanting to identify with a group—to not feel alone, to feel secure—we join a group and make ourselves over in an image that we feel reflects that group.
   - ☐ Why do you think we create such an image, or any image that is not real? *To feel safe. To survive.*
   - ☐ When we change our image to reflect the group's image, are we achieving our real identity?
   - ☐ When we create an image, are we really feeling safer? Are we getting a strong sense of survival?

4. Let's add to our chart, Basic Formula for Understanding War (Addendum 5E).

   BASIC FORMULA FOR UNDERSTANDING WAR
   Today's Entry:

   8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!

   As you write this on the chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

5. The clearest understanding of who you are comes from both direct observation and thinking. There are characteristics about ourselves we can change, and there are characteristics about ourselves we cannot change. Knowing the difference is very helpful.

   ☐ What characteristic do you have that you cannot change?

   ☐ What's a characteristic you have that you CAN change?

6. Without direct observation and thinking, we can be easily fooled into believing something that isn't true.

   ☐ Remember early in the curriculum when we talked about how our five senses can excite us with input about the world around us?

   ☐ On the other end of the spectrum is an experience of the exact opposite—situations that *dull* our senses.

7. This kind of language is called doublespeak, or propaganda.

   ☐ Do you know what some air forces call an airplane crash? "Uncontrolled contact with the ground."

   ☐ Do you know what the U.S. military calls an MX Missile with multiple nuclear atomic warheads? "The Peacekeeper."

   ☐ What do these words do to your understanding?

☐ Is your mind excited to learn more, or does your brain shut down in confusion?

8. Propaganda and doublespeak create conflict.

   ☐ Why do you think these words create conflict?
   Encourage all responses.

   ☐ How do you think these words can turn us into "robots"?

   ☐ Do they condition us to accept what we are told, without thinking for ourselves?

Activity: **A Doublespeak Quiz.** *Pass out copies of Addendum 15C, A Doublespeak Quiz, to all students. Read instructions out loud.*

Start a Chart: Doublespeak Samples
Start a chart on which students are encouraged to bring in samples of doublespeak and propaganda they hear on TV or radio, read in newspapers or magazines, or discover all around them.

Summary of Lesson 15:

1. A self-image is a picture you have of yourself in your mind.
2. Your self-image can vary from day to day, or hour to hour.
3. We often dress to match an image because we believe it makes a statement about who we are.
4. A problem with self-images is that they can cause conflict, especially if they do not match who we really are.
5. There is a danger in believing there are "right" images or "wrong" images. This belief can put us into conflict with who we really are.
6. Trying to live up to an image that is not really us is living a lie.
7. More important, trying to live up to an image keeps us from being who we really are.
8. Emulating a character in a movie or in a soap opera is trying to be like someone who does not really exist.

9. **If we create an image for psychological identity, the image is not real and we wind up with no identity! If we create an image for physical security, we don't get that security after all, because we are still afraid—afraid to be who we really are!**

10. **The clearest understanding of who you are comes from direct observation and thinking.**

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ☆ The military way of looking at life
- ☆ Patriotism: Does it mean fighting for your country?

Don't forget your assignment: **The Image That Set Me Off!**

Lesson 16

The Military Is a Way of Life

Breakdown of Lesson 16:

A day in the life of an atomic bomb.
We are the war.
Why do we have a need for revenge?
What does it mean to be a patriot?

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of *Operation Warhawks,* by Dr. Terrence Webster-Doyle.

C. Copies for all students of Addenda 16A, *One Atomic Bomb!;* 16B, *The Pattern Is Clear!;* 16C, *Nine Principles of War;* and 16D, *I Want Revenge!*

Review: Welcome students to class. Ask:

- ☛ What is a self-image?
- ☛ What is a major problem with a desired-but-not-real self-image?
- ☛ What does trying to live up to an image keep us from doing?
- ☛ What happens when we try to be like a movie star? A rock musician? A sports star? *(Note: use the names of popular people if you need to make the example more real)*
- ☛ How do you reach the clearest understanding of exactly who YOU are?

Presentation of Assignment #15:
The Image That Set Me Off!

Ask students to pull out their assignment sheets. Ask for a volunteer to respond to the questions on the sheet. After each volunteer answers the questions, ask the rest of the class:

1. Do you think this person has a pretty good understanding of his or her reaction to the image he or she saw?
2. Do you think this fear is accurate?
3. Can you offer this person any help in resolving the conflict he or she felt because of this fear?

Story: Read aloud "The Darkness of Endless Night," in *Operation Warhawks* Read with animation and feeling so that students feel involved in the story.

Explore the Story: After reading the story, ask:

1. What was the huge metal ship's role?
2. How did the storyteller perceive this ship and the people on it?
3. What happened right after the storyteller decided to conform, to be good and shape up his life?
4. What happened when the storyteller said he could no longer be on the ship?
5. The area the storyteller was sent to, along with many other men, was supposed to be for their protection. Did it seem protective to you? Why?
6. What impressions do you get from this story? Do you find it laughable? Frightening? Ridiculous? Unbelievable?
7. Do you think the storyteller was "right" to take the action he took? "Wrong"?
8. Do you think the storyteller was using his beginner's mind?
9. Is it your impression that the storyteller was courageous to do what he did? Why?
10. How did the simulated war make you feel?

A Day in the Life of an Atomic Bomb

1. We've grown accustomed to hearing about our country or another country building atomic bombs.

2. We've been conditioned to think of an atomic bomb as a weapon of defense—something necessary to represent our strength.

3. Because it is indeed a mighty weapon, it is essential to know exactly what would happen if *one* atomic bomb hit our town today.

Activity: **One Atomic Bomb!** *Pass out copies of Addendum 16A, One Atomic Bomb!, to all students. Read aloud, slowly and carefully, to allow the reality of this information to sink in.*

4. There are over 60,000 nuclear warheads active today that could wipe out every man, woman and child 20 times over. Biological warfare, which uses micro-organisms as disease germs to destroy humans, animals and plants, could do the same.

5. What you have just heard, just a small sample of what *could* happen, *has* happened. It happened at Nagasaki and Hiroshima when bombs were dropped on both those cities.

   ☐ Do you think that if it happened once, it could happen again?

   ☐ How angry would one country have to be with another country to cause this kind of death and destruction?

We Are the War

1. Wars are started, not by "bad," evil human beings, but by people like you and me. WE ARE THE WAR. Why do we start wars? Because we have been conditioned to think and act in certain ways that create war:

   - We create differences between ourselves and others.
   - We see other people as "enemies."
   - We are trained to believe that war is common and necessary.
   - We are taught to believe that we can do nothing about war.

- We believe that in our violent world, individuals have little or no effect.

The truth is that we are the world and the world is us,
so when one country makes war on another country,
people are killing people—our own kind—and everyone loses.

2. Dropping a bomb has a lot to do with the "fight or flight" response.

   ☐ Can you think of one way dropping a bomb has anything to do with whether we fight or run away?

   ☐ Is dropping a bomb fighting?

   ☐ Is dropping a bomb running away?

   ☐ Is dropping a bomb a less horrifying "fight or flight" since it's done from a distance?

3. When we keep our violent feelings inside and don't let them out, you know what happens.

   ☐ Do the violent feelings build up inside you?

   ☐ Do you feel terrible and unable to think clearly?

   ☐ Are you angry and frustrated?

   ☐ Do they sometimes build up so much that you act violently toward another person, or yourself?

4. Let's add to our chart, Basic Formula for Understanding War (Addendum 5E).

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

9. I keep my violent feelings inside; when confronted by opposition, I explode!

As you write this on the chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

- ☐ Do you see any correlation between today's entry and bombing another country?
- ☐ What do you think this correlation says about the country that drops the bomb?
- ☐ When a country's leaders decide to drop a bomb, what do you think their conditioning might be?

Assignment #16:
The Pattern Is Clear!

Pass out copies of Addendum 16B, The Pattern Is Clear!, to all students. Read instructions out loud.

5. Whenever a country is in conflict with another country, each calls upon its military forces.

   - ☐ Why do you think people call upon their military forces?
   - ☐ From what you have learned about conflict, is this the only way to deal with a conflict between two factions?
   - ☐ Are there peaceful alternatives to calling upon military forces?
   - ☐ What are they?

Activity: **Nine Principles of War.**

- ✓ Pass out copies of Addendum 16C, Nine Principles of War, to all students. Read the nine principles out loud.
- ✓ Divide the class into groups of three or four.
- ✓ Assign to each group one or two of the nine principles.
- ✓ Ask the group to create a nonviolent alternative approach to the principle(s).
- ✓ Give students 15-20 minutes to work out their alternatives.

✓ Call time and ask a student from each group to go to the board and write out their principle (in the same order as the nine principles of war).

✓ Read them out loud in order.

Ask:

- ☐ What's your opinion of what we've come up with?
- ☐ What would you call these principles?
- ☐ Do you think they ought to be implemented?
- ☐ How would you implement them?
- ☐ Looking at the nine principles of war, is this a way of life you would choose?

Why Do We Have a Need for Revenge?

1. Revenge is getting back at someone for something that was done to you.
    - ☐ How many of you have felt a desire for revenge? *Raise your own hand.*
    - ☐ Did it feel good to want revenge?
    - ☐ Did you get your revenge?
    - ☐ Did you feel good after you got it?
2. Taking revenge is a human action, and we have all been conditioned to believe it is the "right" action to take when we have been "wronged."
    - ☐ Why do we feel revenge?
    - ☐ What has made us angry?
    - ☐ Are we afraid of something when we want revenge?
    - ☐ What is your greatest fear when you feel that you want revenge?

3. Most of us are not educated to look at our desire for revenge with a beginner's eye.

   - ☐ If you look at your desire for revenge with a beginner's eye, what do you see?
   - ☐ Should you act on this desire?
   - ☐ What happens when you act with revenge?
   - ☐ Do you resolve your conflict?
   - ☐ Do you feel you are being who you truly are?

4. More than likely, when you do something to get revenge, you do not resolve your conflict. In fact, you create more conflict.

   - ☐ Can you see why that would happen?
   - ☐ What could you do, rather than seek revenge, that might resolve your conflict?
   - ☐ What steps could you take to understand:
     - Your own feelings of revenge?
     - Why the other person "did you wrong"?

5. If we can understand revenge, perhaps we can resolve our feelings of conflict before they get out of control.

Activity: **I Want Revenge!**

- ✓ Pass around a hat or bowl with slips of paper, on each of which is a small individual roleplay. Each one ends with "I want revenge!" See Addendum 16D, *I Want Revenge!*, for several samples. Feel free to make up your own to best suit your particular students.
- ✓ As each student selects a roleplay and acts it out, ask the class, after each enactment:

☐ How would you make this person aware that his or her feelings of revenge are working against him or her?

☐ What could this person do in this situation to resolve the conflict?

☐ Do you think this person is right to want to "drop the bomb"?

What Does it Mean to Be a Patriot?

1. A patriot is a person who loves and loyally or zealously supports his or her own country.

   ☐ Do you consider yourself a patriot?

   ☐ Do you think someone has to be willing to give his or her life to be considered a patriot?

   ☐ What does the word "zealous" mean?

   ☐ Do you believe zealous support is the best kind?

2. Patriotism has a larger meaning than fighting a war.

   ☐ Do you think every man and woman who has fought for our country is a patriot?

   ☐ Do you think it's possible that some who fought are not patriots?

   ☐ Do you think it's possible that men and women who did NOT fight are patriots?

3. Many people who love their country zealously do not believe in war.

   ☐ Do you believe that patriotism goes beyond support for a war?

   ☐ Do you believe patriotism can also be opposition to war?

   ☐ How can someone who calls him or herself a patriot be opposed to war?

4. Patriotism is supporting a country in any way you see as helpful to that country. If you think this country is harmed by war, and you say so, you are acting in a patriotic way.

    ☐ When you think for yourself and decide whether war is the best way to help your country, are you using your beginner's mind?

    ☐ Do you think being patriotic can cause conflict? How?

    ☐ If a patriot is enthusiastically and fanatically loyal to her or his country, do you think this person may prevent peace worldwide? How?

    ☐ Is a country's patriotism similar to long-ago tribes' belief that their way was the only way? How is it similar?

5. To be patriotic to the world, rather than to our country, we would need to outlaw war, pollution and anything that threatens our planet.

    ☐ What do you think of being patriotic to the world?

    ☐ What do you think it would take to encourage all human beings to be patriotic to the world?

    ☐ If we go on defending only our own group, our own city, state or country, will we continue to create greater and greater separation, division and conflict—and, therefore, more war?

THOUGHT FOR THE DAY:
We create conflict by thinking only of our own group.
We prevent peace when we think only of our own country.

Summary of Lesson 16:

1. An atomic bomb is a mighty weapon that could destroy us and everything around us in a flash.

2. Wars are started, not by "bad," evil human beings, but by people like you and me.

3. We have all been conditioned to think and act in certain ways that create war. WE ARE THE WAR.

4. When we keep our violent feelings inside and don't let them out, eventually we explode.

5. When a country cannot get its way and keeps its feelings of hostility bottled up, eventually it too explodes.

6. A pattern of war: Other person = enemy. An enemy produces fear. Fear causes us to want to protect and defend. To protect and defend, we make the decision to eliminate. This whole process is started by creating an enemy.

7. There are nine basic principles of war. They all promote the furtherance of conflict. Kill or be killed.

8. Taking revenge is a human response. We can educate ourselves to look at our desire for revenge with a beginner's eye.

9. Getting revenge does not resolve conflict.

10. Patriotism has a larger meaning than defending a particular country.

11. The military is a way of life. You must understand for yourself what creates the need for warriors.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

☆ How peace can be a way of life!
☆ How to use and develop our new brain!

Don't forget your assignment: **The Pattern Is Clear.**

Lesson 17
Can Peace Be a Way of Life?

Breakdown of Lesson 17:

How can everyone win?
How do we develop our "new" brain?
Awareness: The light at the end of the tunnel.
The martial arts.
The highest goal.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copies for all students of Addenda 17A, *Man Against Man!;* 17B, *Create a Peace Academy;* and 17C, *Hear the Unhearable!*

Review: Welcome students to class. Ask:

☛ Who starts wars?

☛ Who can describe a major pattern of war?

☛ There are nine principles of war. What do they do to resolve conflict?

☛ How does the act of revenge resolve conflict?

☛ What is a patriot?

Presentation of Assignment #16:
The Pattern Is Clear

Ask students to pull out their assignment sheets (16B). Ask for volunteers to read their stories. After each story, ask the class:

1. Who is the enemy in this situation?

2. Do you see the fear? What is the fear?

3. Where did you see someone trying to protect his or her interests?

4. Where did you see someone defending his or her interests?

5. What was the process of elimination?

Story: Read aloud "Man Against Man!," Addendum 17A. Read with animation so that students are caught up in the story.

Explore the Story: After reading the story, ask:

1. How did the ship survivor determine that this other person was an enemy?
2. What did the warrior do to protect himself from the ship survivor?
3. What caused the ship survivor to dash towards the warrior?
4. Did the two men have the same kind of conditioning causing them to fight? What was this conditioning?
5. How long had the conflict between the two of them been going on?
6. When the two men were turned into two struggling fish, did their points of view change at first?
7. How did they act towards each other while caught in the net? Since they had no common language, do you think they felt frustrated?
8. When the dawn came, the two men both gave in and stopped fighting. What kinds of questions were they asking themselves?
9. At some point, the two of them started working *together* to reach a point of safety. What did they do?
10. How do you interpret this story? What does it say to you?

How Can We Help Everyone Succeed?

1. The two warriors in the story we just discussed began with the military as a way of life.

   ☐ Do you think the two warriors were aware of their conditioning to act in a military way towards each other?

   ☐ What instinct caused them to act together as a team when they were caught in the net?

☐ Once they acted, rather than reacted, in tandem, towards the goal of surviving, what happened to their defenses?

2. The two warriors moved from the military way of life to a peaceful way of life. The primary reason we are gathered in this class is to learn to be aware of how we can move ourselves from a military way of thinking to a peaceful way of thinking.

3. They protected and defended themselves for days before they were *forced* to work together for their mutual survival.

4. You and I can learn to act peacefully towards our mutual survival too. The way we do this is to become aware of our old-brain thoughts and actions, and to develop our new-brain thoughts and actions.

How Do We Develop our New Brain?

1. When we find ourselves in a conflict situation, our old brain tends to respond first.

   ☐ What kinds of things does our "old" brain come up with when we are in conflict?

   ☐ Does our old brain tell us to win the battle, take over, defeat the opposition?

   ☐ If we react in the way that our old brain dictates, do we have any hope of resolving our conflict?

2. When we apply our new brain to a conflict, it may seem difficult at first, because we are not accustomed to using this new brain.

   ☐ What does our new brain understand that our old brain does not?

   ☐ Does our new brain see that there is a way to resolve our conflicts so that nobody loses?

   ☐ Is it the function of the new brain to understand what creates conflict and prevents peace?

☐ What's one way you can think of to develop your new brain? *Encourage responses. Make a list on the board. Add to it the following:*

Be aware.
Look at the world with a beginner's eye.
Look at conflict as a way to learn something new—
about yourself or someone else.
Figure out a way everyone in a conflict situation
can win.
Use nonviolent alternatives to resolve conflict.
Attempt to stop a conflict before it starts.

Activity: **Create a Peace Academy**

✓ Pass out copies of Addendum 17B, *Create a Peace Academy*, to all students. Read instructions aloud.

✓ Divide students into groups of three or four. Give students the opportunity to work with different people than they have in previous groups.

✓ Ask each group to discuss entries for the Peace Academy and then write them in.

✓ Give students 15-20 minutes to complete their entries. If more time is needed, and you have it to spare, give them five minutes more.

✓ Ask a member of each group to read their entries.

Ask:

☐ Does this entry fit a Peace Academy well?

☐ How do you think this entry will work?

☐ Do you believe Peace Academies would do well? Why?

☐ Would you rather attend a Military Academy or a Peace Academy? Why?

☐ In which academy do you think you would best develop your awareness and your new brain?

Awareness: The Light at the End of the Tunnel.

1. Awareness is a sixth sense. We all have the ability to BE AWARE. We don't all pay attention to our awareness. Some people even stifle it, because they think being aware makes them different from everyone else.

2. When we are aware, we can focus on similarities instead of differences. We can stop creating conflict because we become aware of how we create it. Once aware, we have a new way of looking at everything around us.

3. When we become aware of the signals we send—sometimes unintentionally—we can STOP sending them. We cannot learn to stop sending them until we become aware of them.

Activity: See the Unseeable!

✓ Ask students to sit peacefully and close their eyes.

Tell students:

✓ Think of something you have done that you believe is "bad" or "evil" or would not be considered "good behavior" by your family or friends. *Give everyone time to focus on some possibilities.*

✓ Think about how thinking of yourself as "bad" puts you into instant conflict. By judging yourself bad, you start a war inside you, between what you believe is good and what you believe is bad.

✓ If you weren't creating this conflict inside you, perhaps you could be learning an important lesson from your behavior.

✓ To stop the war inside you, say to yourself, "I am not bad. I am a human being. All human beings make mistakes. Sometimes I'm terrific, and sometimes not. My awareness—my sixth sense—helps me protect myself, respect myself, and respect others. Being who I am does not mean I should continue this behavior. It means that by not judging this behavior as bad, I I can see it as it really is. I understand what I did."

Divide the students into groups of four or five. Ask them to divide themselves and to select members of the class they have not yet had an opportunity to work with. As they form their groups, write on the board.

1. Why do you believe we try to deny something we've done that we consider "bad" or a "mistake"?

2. When we are "bad" or make a mistake, is what we've done simply a fact—something we cannot really deny?

3. What can you learn from the mistake you think you made?

4. Ask your group members for suggestions on what they believe might be helpful for you.

4. Let's add to our chart, Basic Formula for Understanding War (Addendum 5E).

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

10. With awareness, conflict stops!
With no judgment, conflict ceases!

As you write this on the chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

☐ What's different about this entry from all the other entries?

☐ Does this entry stop the motion of attack, of conflict, of war?

☐ What kind of motion replaces this violent motion?

☐ Are you aware of the different feeling this entry has from the other entries?

☐ What makes you aware of this feeling?

☐ Are you now aware of steps that lead to conflict and war?

☐ Are you aware of how we fight to get what we want?

Assignment #17:
Hear the Unhearable!

Pass out copies of Addendum 17C, Hear the Unhearable!, to all students. Read instructions out loud.

The Martial Arts

1. The martial arts are a system of self-defense without the use of weapons.

   ☐ Can you guess what the greatest weapon is according to the martial arts?

   ☐ Do you think it's your hands? Your eyes? Your feet?

   ☐ Would you guess that it's your mind?

2. The martial arts are also a healthy physical fitness program, a way to keep your body in good shape.

3. The martial arts also are a means to understand and go beyond the violence and disorder we live with daily.

4. Emptying your mind of "unnecessary" thoughts that frighten or worry you is at the root of martial arts. Free of such thoughts, you can act clearly and intelligently.

5. The martial arts help develop a confident, gentle, yet powerful person.

6. A basic principle of all forms and styles of the martial arts is called Mind Like Moon—Mind Like Water.

   ☐ Can you guess what this might mean?

   ☐ Does a full moon shine equally on everything within its range?

   ☐ If your mind shines equally on everything within its range, will it be open and aware of all things?

   ☐ Can you see how still water, like a mirror, reflects exactly what is before it, without any distortion?

   ☐ Do you think your mind can reflect, like a mirror, exactly what comes before it, without any distortion?

Story: Read story "Bofu and Matsu" in Addendum 17D (also found in *Facing the Double-Edged Sword,* by Dr. Terrence Webster-Doyle, p. 8.) Tell students that the word "Karate" means empty (kara) hands (te).

Explore the Story: After reading the story, ask:

1. Do you believe Matsu understood what emptiness is?
2. Why do you think he reacted so quickly when Bofu struck him?
3. What does it mean to be empty?
4. Why do you need to be empty to attain real peace and nonviolence?
5. Here is a new way of thinking to add to our chart (Addendum 1B).

OLD WAY:	**NEW WAY:**
We must learn to fight.	**We must do everything in our power to NOT fight.**

The Highest Goal

1. The highest goal of the martial arts is to *not* fight. If you watch a lot of murder mysteries on TV and go to a lot of violent movies, you would never guess that the highest goal is to NOT fight.
2. Martial arts philosophy is to do everything in your power to NOT fight, but to know how to defend yourself in case you have to.
3. You can learn physical self-defense skills—not to hurt someone, but to protect yourself and gain confidence in potentially hostile situations.
4. You can learn psychological self-defense skills through roleplay, using nonviolent alternatives like the ones we've been learning.
5. The martial arts use both the mind and the body.

Practice physical moves with your body.
Practice nonviolent alternatives with your mind.

6. The two go together. Learning BOTH sets of skills leads to resolving conflict with your brain rather than your brawn.
7. As a martial artist you DO EVERYTHING IN YOUR POWER TO *NOT* FIGHT. This is a new way of thinking. As a result, it takes practice.
8. If it is your intention to study the martial arts, seek out a school with a teacher who will show you BOTH sets of skills. Your healthy development relies on the use of both your body and your mind.

Summary of Lesson 17:

1. When we are conditioned to fight, we fight.
2. Sometimes an unexpected event can change our conditioning drastically—an event such as a bee sting, or being trapped in a net with an opponenet.
3. When fear of not surviving causes us to create conflict, we can decide to act towards helping everyone survive so that both sides win.
4. Our old brain tells us to win a battle, take over, defeat the opposition.
5. Our new brain sees that there is a way to resolve conflict so that nobody loses.
6. There are many ways we can develop our new brain if we really want to.
7. Awareness is the light at the end of our tunnel. It is a sixth sense that we all have.
8. We cannot learn to end conflict unless we become aware of the conflict we create. With awareness, conflict stops!
9. According to the philosophy of all martial arts, the greatest tool you have is your mind.
10. If you decide to study the martial arts, find a teacher who will teach you to use your mind as well as your body, because to be a strong person, you need to develop both.
11. The highest goal in the martial arts is to NOT fight!

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

☆ How we can go beyond conflict!
☆ Making important decisions on our own!

Don't forget your assignment: **Hear the Unhearable!**

Lesson 18

The Challenge: Going Beyond Conflict

Breakdown of Lesson 18:

What does it mean to go beyond conflict?
What are some ways we all can go beyond conflict?
To look beyond conflict is to find a peaceful resolution.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of the *Possible Panel Topics* in Addendum 18B for all students.

Review: Welcome students to class. Ask:

☛ What's the difference between our old brain and our new brain?

☛ What is the sixth sense we can all develop if we only want to?

☛ How does awareness help us end our conflict?

☛ What is the greatest tool we have?

☛ What is the highest goal of the martial arts?

Presentation of Assignment #17:
Hear the Unhearable!

Ask students to pull out their assignment sheets (17C). Ask for volunteers to read their assignments. After each, ask:

1. Did this exercise help you see your conflict in a new light?

2. What did you discover that you didn't see before?

3. How did it feel to stand in the other person's shoes?

4. Are you pleased with the outcome you decided on?

5. What do you think of resolving conflict in this way?

Story: Read aloud "The Empty Cup" in Addendum 18A. (Story is also found in *Eye of the Hurricane*, by Dr. Terrence Webster-Doyle, p. 5. Show illustration, p. 4, if you have book.)

Explore the Story: After reading the story, ask:

1. What is the meaning of Kara-te?
2. What do you think it means to have an "empty self"?
3. How did the university professor prepare for learning all she could about the art of empty self?
4. How did the martial arts master respond to the professor's question?
5. When he continued to pour tea, even after the cup was full and even when it began to run off the table, what was the martial arts master demonstrating?
6. What did the professor say, as she watched, shocked, the tea cup overflowing?
7. How did the martial arts master respond to the professor's exclamation?
8. What do you think of the martial arts master's comment to the professor about her mind being full of questions?
9. What do you think is the significance of the empty cup?
10. Do you think our minds are full of beliefs that sometimes keep us from seeing with beginners' eyes and learning with our new brain?

What Does It Mean to Go Beyond Conflict?

1. The root of conflict is self-judgment. The part of you that you judge as "bad" is like a shadow. The more "bad" you believe you are, the more scary and painful the shadow becomes.

   ☐ When our "shadows" grow and become very painful, do we want to deal with them?

   ☐ Would we rather sweep them under the rug and not talk about them?

- ☐ Do we sometimes have bad dreams because of these shadows we create?
- ☐ Do we sometimes project these painful shadows onto other people in our lives? Our family members? Our friends?

2. Sometimes your brain forgets that YOU are the one who created this shadow!
   - ☐ Did judging your thoughts or feelings as "bad" cause a division inside you?
   - ☐ Did you become the *judger* (the person who wants change) AND the *judged* (the person whose thoughts and feelings you believe are bad)?
3. Inside you was a "good guy" and a "bad guy"—"hero" and "villain."
   - ☐ Give an example of INWARD conflict you have felt, or noticed someone else feeling.
   - ☐ Give an example of OUTWARD conflict you, or someone else, has experienced. When have you seen a group, nation, political party, religion or culture create this kind of conflict?
   - ☐ Is this kind of competition unhealthy? Why?
4. One of the most important facts we can learn is that judgment creates a division within us. Once there is self-judgment, the war is on!
5. You can heal the division in your brain.
   - ☐ What do you think is the first rule in healing this division?
   - ☐ Do you think you have to stop judging your thoughts as "good" and "bad"?
   - ☐ Do you think you have to accept that, as a human being, some of your thoughts are going to be "healthy" and some are going to be "unhealthy"?
6. Instead of judging your thoughts, you can WATCH your thoughts, LOOK AT your thoughts, become AWARE of your thoughts.

Activity: **Watching My Thoughts!** *This activity is designed to help students become aware of what causes their judgment. Give students enough time with each point so that they can sufficiently experience each part—perhaps taking half a minute to a minute, after you have read each point, for digestion.*

- ✓ Close your eyes and think of a thought and feeling you have, or have had, that you believe is "bad." An example might be: "I hate John."
- ✓ Become aware of your thought or feeling. Don't reject it or try to do anything about it. Just look at it.
- ✓ Let your thought or feeling be there without your judging it as "bad."
- ✓ Try to see if you can determine what is behind this feeling. Where did this feeling start? Did it begin with self-hate? Self-judgment?
- ✓ Can you see how your outward judgment of this person or thing may have begun with your own inner judgment of yourself?
- ✓ Do you feel better knowing that you can do something about feelings of hate that live inside you?

Thank students for participating in this activity. Ask them to open their eyes.

7. Let's add to our chart, Basic Formula for Understanding War (Addendum 5E).

BASIC FORMULA FOR UNDERSTANDING WAR
Today's Entry:

11. My new awareness shows me I can learn to not judge myself and not judge others!

As you write this on the chart, read the entries that precede it. (See Addendum 5E for sample chart. Keep this chart in a place where students can always see it, and where it can be easily added to.)

8. You can do this kind of exercise a few minutes every day, or whenever you have the time. Waiting until you have a specific conflict is okay; but practice makes perfect, and the more you practice this process, the better at it you will become.

- ☐ Can you do this exercise anywhere?
- ☐ Is the idea to STOP thinking?
- ☐ Is the idea to WATCH thinking?
- ☐ Do you think there are very good reasons for your thoughts and feelings, no matter what they are?
- ☐ Do you think observing them and thinking about them might help you begin to recognize the causes of your inner conflicts?
- ☐ Do you think that once you can recognize the causes of your inner conflicts, you can learn to resolve them?

9. This kind of observation helps you develop INSIGHT.

    - ☐ What do you think insight is?
    - ☐ Do you think it's the ability to SEE what's going on inside you?
    - ☐ Do you think developing the ability to SEE inside yourself helps you see what's going on inside others?

THOUGHT FOR THE DAY:
We can always change and improve ourselves,
but we must begin by accepting the person we are.
Acceptance leads to understanding.
Understanding leads to freedom from conflict.

Activity: Healing the Division in my Brain!

- ✓ Pair off students, allowing each student to work with someone he or she has not worked with before. Make certain each student has pencil or pen and paper.

Tell students:

- ✓ Choose a violent thought or feeling you have had. It can be a real one, or one you've made up.
- ✓ Decide who will go first. Then, whoever goes first: Roleplay yourself or someone who feels violent.

✓ Go through the process of healing the division in your brain:

1. Express your thought or feeling to your partner.
2. Let the thought or feeling just be there.
3. Become aware of the thought or feeling.
4. Try to see what is behind the hate, the violent feeling. Tell your partner something you think might be behind these strong feelings you have.
5. Is there an inward hate or violent feeling towards YOURSELF that may have started this reaction in you? Tell your partner about the feeling of hate or violence you have towards yourself.

✓ Now, watch your thoughts and feelings without judging them.

✓ Immediately write down some thoughts you have about going through this process.

✓ Now, switch places. The second person in the pair will go through the same process.

Thank students for participating in this exercise, which we all know is not always easy. Ask for volunteers to read what they wrote down as a result of this exercise.

Assignment 18:
Travelling Beyond Conflict

This assignment will assist students in their development of understanding and resolving conflict.

✓ Give students a copy of Addendum 18B, Travelling Beyond Conflict: Panel Topics.

✓ Select topics you would like to see discussed in your next class.

✓ Read the name of a topic and ask: Who would like to work on this topic?

✓ Divide students into groups of three or four. Encourage students who have not had the opportunity to work together to do so.

✓ Tell students their presentation will be at your next designated class meeting, and each group will have 10 minutes to present its panel.

✓ Give the groups a recommended approach. For example, tell groups:

1. In the class time we now have left today, figure out your overall panel discussion, in general.
2. Break your overall topic down into as many sections as you have people.
3. Decide which person will deal with which specific part.
4. Determine a TIME and PLACE when all group members will come together for a meeting (before our next class) to discuss how you will present your panel: In what order? Who will go first?
5. At this meeting, be prepared to read what you have individually written on this topic.
6. At this meeting (1) determine how to tie all sections together smoothly, and (2) compose a final conclusion, together, that will be read aloud by one person. Select that person.

What Are Some Ways We Can Go Beyond Conflict?

1. When we can talk to each other about how we create conflict—honestly and freely—and admit our conflict-making thoughts to each other, then we can work together to end our conflict.

   ☐ How do you feel about talking to friends and family about your conflicts? Can you do it?

   ☐ What steps do you think you can take to make this revelation about your conflicts easier?

   ☐ Does it help you to know that the person you will be revealing your conflict to is also going to reveal his or her conflict to you?

   ☐ Do you see how this kind of talking, honestly and freely, can help reduce conflict?

2. Peace is always in you. YOU play a big part in preventing it from happening.

   - ☐ Do you believe the potential for peace is always inside you?
   - ☐ Do you believe that each of us gets in the way of our own peace?
   - ☐ What steps do you believe you can begin taking today to stop yourself from preventing peace from happening?

Start a Chart: Ways to Go Beyond Conflict

Put up a new chart, encouraging students to list ways they are learning to go beyond conflict. Some starter entries might be:

1. Ask questions rather than just accept what I'm told.
2. Respect all people; learn to think for myself.
3. Sometimes with my eyes closed, I can see more clearly.

Summary of Lesson 18:

1. Our minds are full of beliefs that sometimes keep us from seeing things as they truly are.
2. The root of conflict is self-judgment. The more "bad" you think you are, the larger and more painful the shadow becomes.
3. Sometimes we "project" our hurt feelings onto other people, blaming THEM for the pain WE feel.
4. Sometimes our brain forgets that WE are the ones who created these thoughts and feelings.
5. Self-judgment creates a division inside us. Part of us thinks we are a hero; and part of us thinks we are a villain.
6. We can heal the division in our brain. We created the division, so we can heal it!
7. We can learn how to WATCH our thoughts rather than JUDGE them.

8. **By watching, we become AWARE of our thoughts and feelings. Once we are aware of them, and we do not judge them, we have stopped conflict in its tracks!**

9. **If I do not judge myself, I will not judge others either!**

10. **To go beyond conflict, we must allow ourselves to speak honestly and freely, and admit our conflict-making thoughts to one another. Then, we can work together to end our conflict.**

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

☆ Our new brain!
☆ The basic formula for understanding what prevents peace.

Don't forget your assignment: **Travelling Beyond Conflict**

Lesson 19

Our New Brain: It Wants a Peaceful World

Breakdown of Lesson 19:

Learning to master ourselves.
Travelling beyond conflict takes practice.
Basic formula for understanding what prevents peace.

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copy of Addendum 19A, *Basic Formula for Understanding What Prevents Peace.*

C. Table and three or four chairs in front of room for panel discussions.

D. A copy of *Fighting the Invisible Enemy,* by Dr. Terrence Webster-Doyle.

Review: Welcome students to class. Ask:

☛ What keeps us from seeing things as they really are?

☛ Do you think our conditioned beliefs are at the root of conflict?

☛ Who creates the "bad" thoughts and feelings in our brain?

☛ Do we have good reasons for these thoughts and feelings?

☛ Do you and I have the power to heal the division in our brain?

☛ How can we begin to heal this division?

Learning to Master Ourselves

1. Here is a quote written by a Chinese philosopher named Lao Tzu. It says:

> "Mastering others requires force;
> mastering the self requires enlightenment."

- ☐ What does this quote mean to you?
- ☐ Which seems easier: mastering others, or mastering yourself?
- ☐ Which seems more interesting to you? Why?
- ☐ Do you think getting to know yourself can be fascinating?

2. Many people feel that "experts" and "authorities" know us best, and that we ought to consult them for answers to our problems.
    - ☐ How do you feel about that?
    - ☐ Do you think, for example, that doctors, dentists, psychologists and other experts know us better than we know ourselves?
    - ☐ Do you think these professionals devise "cures" for us based on what we know about ourselves that we tell them?

3. As Wise Masters, we must trust our own observations. We go to the professionals when we need help we cannot provide ourselves, but we know best what our bodies and minds tell us.
    - ☐ When you go to see a doctor, what kinds of questions does your doctor ask?
    - ☐ How do political "experts" determine what is best for our country? Do you usually agree with them?
    - ☐ When a psychologist helps a confused person, what kinds of questions does the psychologist ask the patient? Are they questions about the patient's self?

4. Thinking for yourself is an open-ended process that helps you form a hypothesis, rather than a conclusion.
    - ☐ Why is it best to come up with a hypothesis rather than a conclusion?
    - ☐ Does a conclusion imply that there is a single answer?
    - ☐ Does a hypothesis lead to observation rather than an answer?

Travelling Beyond Conflict Takes Practice

Presentation of Assignment #18: Travelling Beyond Conflict

Ask for a volunteer group to begin presentation of their panel discussion. Ask this group to come to the front of the room and sit at the table and chairs you have prepared.

- Ask a group member to write the title of the group's discussion on the board.

- Ask the group to handle their presentation any way they like. More time has been left in this lesson to explore all the groups' panels and to engage in discussions that can help clear up any misunderstandings that might remain.

- After each presentation, ask group members:

    1. Why did you choose this topic? What did you want to learn about it?
    2. Do you feel your group tackled the topic and handled it well?
    3. Do you feel everyone participated pretty equally?
    4. Did you learn anything about each other in this process?
    5. Did you have any old brain thoughts during this process?
    6. Were there any conflicts that arose during preparation of your presentation? If so, how did you deal with them?
    7. What was your favorite part of working on this panel?

- Then, ask the rest of the students:

    1. What do you think of this panel?
    2. Do you have any other information you would offer this panel?
    3. Would you recommend this panel to the United Nations?

- Thank this panel, and move to the next panel, asking the same questions.

Basic Formula for Understanding What Prevents Peace

Pass out copies to each student of Addendum 19A, Basic Formula for Understanding What Prevents Peace.

What We Do

Throughout this curriculum, we have been adding entries to our Basic Formula for Understanding War. Now we will take a look at the whole formula to understand what we do.

1. What is our first basic instinct that drives us to do the things we do?
2. Does our drive to survive comes from our new brain?
3. When we are afraid, what are the two actions we most often taken to survive?
4. When we fight, or when we run, do we feel our conflict is resolved?
5. When we believe the only way we can survive is with help, what do we do?
6. When we join a group, do we instantly resolve our conflict?
7. When we identify with our group and become conditioned to its patterns, and believe everything the group believes, is the conflict over?
8. When we adopt an "ideal" way to be, and that ideal way is different from how we actually are, are we resolving conflict? Are we creating conflict?
9. When I'm afraid, and project my belief that someone is my "enemy," where does this fear and this belief come from?
10. Do these beliefs I've adopted create friendship? Separation? Differences? Equality? Togetherness?
11. What happens when I keep my violent feelings inside?
12. What happens when our country keeps its violent feelings inside?

What We *Can* Do

1. What is the number one action that stops conflict?
2. What does awareness do to our desire to judge?
3. With no judgment, does conflict actually cease?
4. Can we learn not to judge ourselves?
5. By not judging ourselves, can we learn not to judge others?
6. Can I respect myself for being whoever I am?
7. Can I respect others for being whoever they are?

Assignment #19:
I Make a Pledge!

Pass out copies of Addendum 19B, I Make a Pledge, *to all students. Read instructions aloud.*

Story: Read "I Will Fight No More Forever," in *Fighting the Invisible Enemy,* p. 61. As you read, bring Nez Perce Indian Chief Joseph's words to life as best you can.

Explore the Story: After reading the story, ask:

1. In the past, the American Indian was often depicted as a savage, as an enemy of European settlers. Why do you think that happened?
2. Do you believe the West was won with "heroism"?
3. When you consider that the West was won by one set of human beings killing another set of human beings, what do you think about the wars between the "cowboys" and the Indians?
4. Do you think the European settlers and the American Indians could have found a way to resolve their conflict?
5. What would you recommend to them if you could talk to those Europeans today?
6. What would you recommend to those Indians if you could talk to them today?

7. How do you feel listening to Indian Chief Joseph's words?
8. What brought the Chief to his decision to fight no more, forever?
9. If you could speak to the Chief today, what would you say to him?
10. War has been our tradition. Do you think it has to continue to be our tradition?
11. What do you personally plan to do to keep it from remaining a tradition?

Summary of Lesson 19:

1. The first person you must learn to know is yourself.
2. Once you know yourself, no experts or authorities can presume to know you better than you do.
3. When we can rely on ourselves and trust our own observations, we can make decisions about our lives ourselves.
4. Thinking for ourselves, we come up with hypotheses rather than conclusions.
5. We can work together in a group and acquire information working together and sharing ideas, rather than simply adopting a group's ideal way to be.
6. We have a basic formula for understanding how we prevent peace. Using this formula, we can learn to do everything in our power to let peace happen.
7. With awareness, we lose the desire to judge ourselves or others.
8. We can learn to respect ourselves for whoever we are.
9. We can learn to respect others for whoever and whatever they are.
10. Each of us, in our own way, can do something to promote a peaceful world.

Preview of Coming Attractions:

In our next lesson, we use our detective minds to explore:

- ✩ How peace can happen in an instant.
- ✩ No war, no more!

Don't forget your assignment: **I Make a Pledge!**

Lesson 20

Peace Can Happen in an Instant

Breakdown of Lesson 20:
Peace can happen in an instant.
No war, no more!

Materials Needed:

A. Chalk and chalkboard or large paper pad with felt pen.

B. Copies for all students of Addendum 20A, *No War, No More!*

Review: Welcome students to class. Ask:

☛ What's the advantage in working towards mastering yourself rather than trying to master others?

☛ What's the advantage in working *with* others towards a common goal that allows everyone to win something?

☛ Would you rather do your own thinking or depend on "experts" or "authorities" for all your information?

☛ When we are struck by our human drive to survive, what are our options?

☛ Where do you see yourself playing a major part in our Basic Formula for Understanding Peace?

☛ How have your perceptions of AWARENESS and RESPECT altered during the last few weeks?

Story: Read aloud "No War, No More!" in Addendum 20A (also in *The Flight of the Golden Eagle,* by Dr. Terrence Webster-Doyle).

Explore the Story: Afterward, ask:

1. Do you think the captain spoke well when he said, "We do not want to fight, but we will not be taken prisoner."?

2. Do you think the town spokesperson spoke well in saying, "We must protect our land and our people"?

3. What moved the focus of attention from what would have been warring factions?

4. When the boy cried out, the captain, sailors and townspeople were suddenly drawn together. What became their common focus?

5. Who saved the boy from falling to his death?

6. Did the sailors and townspeople forget, for a moment, that they were "enemies"?

7. Were these people enemies one moment and friends the next moment? Did these people actually change from one moment to the next?

8. What DID change that made them enemies in one moment and friends the next?

9. Did their focus and their needs and, therefore, the way they viewed their situation, change?

10. Can peace happen in an instant?

Peace Can Happen in an Instant

1. War has been with us since the beginning of human time.
    - ☐ Do you think, therefore, that war must always be with us?
    - ☐ Do you believe that people who have been enemies for years, maybe centuries, will remain enemies forever?
    - ☐ What does it take for people who have been enemies for years to change and become friends?
2. Peace can be with us from this moment on.
    - ☐ Do you think if everyone plays a part we can become peaceful humans living in a peaceful world?
    - ☐ What part do you want to play in this effort?
    - ☐ Which people and organizations would you want to contact to lend help in this effort?

Presentation of Assignment #19:
I Make a Pledge!

Ask students to pull out their assignment sheets (Addendum 19B). Ask for a volunteer to read a pledge. Ask:

1. Is this a pledge you feel comfortable committing to?
2. How will you proceed with your pledge?
3. When will you begin?
4. Will this pledge involve the participation of other people? Who?
5. Has anyone else in the class made a similar pledge?

Ask for more volunteers, asking the same questions, giving every student the opportunity to speak. Ask:

1. How shall we keep track of our pledges?
2. Should we have a committee keep track and report in?
3. Who wants to be on this committee?
4. How will this committee divide up its duties?
5. Will each committee member be responsible for three or four students to follow up with?
6. How will the class instructor be informed of your progress?
7. Will other students in the class want to be informed of this progress?
8. Who will be on a team to keep us informed?

Activity: The Double Standard

✓ Divide students into groups of three or four.

✓ Write on the board:

If attacking another person is considered a crime,
but one country attacking another country is applauded
as a righteous act, how can we have peace?

- ✓ Ask students to do the following:

  1. Discuss this double standard among the members of your group.

  2. Lay out a plan for how you would present a change in this kind of thinking to the leaders of your country, considering:

     - ☐ A path to new awareness.
     - ☐ A way to spread this awareness.
     - ☐ A plan of education for children.
     - ☐ A way to educate adults.
     - ☐ People you would choose to conduct this awareness education.

- ✓ Give the groups 15 - 20 minutes to work out their plan. Ask them to take notes, so they can report to the rest of the class.

- ✓ Call time.

- ✓ Ask one member of each group to give us summary of the group's work, allowing other group members to add any other details.

No War, No More!

1. Congratulate the students on a job well done.

2. Leave enough time to celebrate the progress made and the new way of thinking that has been achieved.

Ways to Celebrate:

1. Have a party to celebrate your new ways of thinking.

2. Pass out certificates of completion.

3. Give awards for outstanding contributions.

4. Discuss what you would want a follow-up curriculum to be.

5. Write to Atrium Society Publications to tell them what you think of this new curriculum.

6. Raise money for peace foundations.

7. Read peace success stories out loud.

8. Have a community celebration in the name of peace.

9. Find as many people from different foreign countries as you can, and invite them to your celebration.

10. Write poems and stories to be read today, illustrating how peace can happen in an instant!

THOUGHT FOR THE DAY:

In the past: **Survival meant fighting. Our old brain had us do anything to survive.**

Today: **We still rely upon our old brain. We still fight.**

In the future: **We need to develop our new brain. Fighting will no longer mean survival. If we want to survive in the days and years to come, we will have to learn to NOT fight.**

Summary of Lesson 20:

1. Peace can happen in an instant!

2. When people focus their attention on saving people rather than fighting with them, peace happens.

3. It is possible to look at a potential "enemy" and see a way to make that enemy a friend.

4. The way we look at the world depends on how we think.

5. War has been with us since the beginning of human time, but it doesn't have to stay with us.

6. I can be myself, and respect others for being themselves.

7. Each of us can play a part in making the world a peaceful place. We have only to decide what part we want to play.

8. We all have a common interest in peace—for our own welfare, for those people around us we care about, and for future generations.

9. Attacking another person is considered a crime. One country attacking another is often applauded. This double standard is the cause of great conflict.

10. Congratulations on your good work!

Preview of Coming Attractions:

- ✩ We all can move ourselves beyond conflict!
- ✩ We all play a part in a peaceful world!

Don't forget your assignment: **Live a Peaceful Life!**

Think on these things: some questions to leave you with—

1. Do you think that people can bring about peace through military strength?

2. How does society prepare us for war? In what ways? Where? At school? At home? On TV?

3. What effect do war toys, comics, videos or movies have on you?

4. What would happen to you if you refused to go to war?

5. What do your parents, teachers or friends tell you about war?

6. What effect do their opinions have on you?

7. Do you believe there are nonviolent alternatives to war? What are they?

8. Do you think that only political and military leaders cause war?

9. What responsibility do you have for war?

10. Do you think violent competition (cutthroat business) is like war?

11. Are there vocations that are not violent? Can you think of any vocations that are not competitive?

12. Do you see war as separate from your everyday life?

13. What are the things that make you feel violent?
14. What are some healthy ways in which you can handle your violent feelings?
15. What are some unhealthy ways?
16. Do other people's thoughts and feelings affect you? How?
17. Do you think your thoughts and feelings affect people around you?
18. Where does war start?
19. What does self-judgment have to do with war?
20. Can we understand the roots of conflict and end it?

ADDENDA

WAR: WHAT IS IT GOOD FOR?
A School Curriculum

by
Dr. Terrence Webster-Doyle
with Adryan Russ

based on the Atrium Society Publications books
by Dr. Terrence Webster-Doyle

©1993 Atrium Society Publications, P. O. Box 816, Middlebury, VT 05753

ADDENDA
Table Of Contents

		Page
Addendum 1A	What's New?	A-1
Addendum 1B	Ways of Thinking	A-2
Addendum 2A	The Test of the Wild Horse	A-3
Addendum 2B	What Is Conflict?	A-4
Addendum 2C	The Conflict Around Me	A-5
Addendum 2D	We Create Conflict!	A-6
Addendum 3A	I Want to Survive!	A-7
Addendum 3B	My Survival Techniques!	A-8
Addendum 4A	Your Brain Is Like a Computer	A-9
Addendum 4B	Earth to Command Center: Come in!	A-10
Addendum 5A	War Words	A-11
Addendum 5B	Our Conditioning Pattern	A-12
Addendum 5C	I Am a Conditioned Human Being!	A-13
Addendum 5D	Rewards and Punishments	A-14
Addendum 5E	Basic Formula for Understanding War	A-15
Addendum 6A	Learning to Roleplay	A-16
Addendum 6B	A Stupid Thing	A-20
Addendum 6C	Hey, Stupid!	A-21
Addendum 6D	The Ways I Survive	A-23
Addendum 6E	Do I Fight or Do I Run?	A-24
Addendum 6F	Act or React!	A-25
Addendum 6G	Nonviolent Ways to Protect Yourself	A-27
Addendum 6H-1-2	Staying Empty!	A-28
Addendum 7A	Getting to a Resolution!	A-32
Addendum 7B	Traditions in my House	A-33
Addendum 7C	The Conflict I Know Best	A-34
Addendum 8A	Winning By Losing	A-35
Addendum 8B	My Conflict Is Built!	A-36
Addendum 8C	An Analysis of my Conflict	A-37
Addendum 8D	The Conflict in my Group	A-38
Addendum 8E	Win and Lose!	A-39
Addendum 9A	Enemy Images	A-40
Addendum 9B	The New Kid!	A-41
Addendum 9C	I Respect You like Crazy!	A-43

Addendum 10A My Role Models! A-44
Addendum 10B Conditioned to Be "Good" A-45
Addendum 10C Nobody's Perfect! A-46
Addendum 10D I Want to Be Good! A-47

Addendum 11A What a Clown! A-48
Addendum 11B We Learn to Be Bullies! A-49

Addendum 12A The First Thing! A-50
Addendum 12B The Only Enemy We Have A-51

Addendum 13A Suggested Facts or Beliefs A-52
Addendum 13B The Ways We Are the Same A-53

Addendum 14A The Structure of Power A-54
Addendum 14B Power! A-55
Addendum 14C The Source of my Power! A-57

Addendum 15A The Image That Set Me Off! A-58
Addendum 15B This Is Who I Am A-60
Addendum 15C A Doublespeak Quiz A-61
Addendum 15D Doublespeak Samples A-62

Addendum 16A One Atomic Bomb! A-63
Addendum 16B The Pattern Is Clear! A-64
Addendum 16C Nine Principles of War A-65
Addendum 16D I Want Revenge! A-66

Addendum 17A Man Against Man! A-68
Addendum 17B Create a Peace Academy A-74
Addendum 17C Hear the Unhearable! A-75
Addendum 17D Bofu and Matsu A-76

Addendum 18A The Empty Cup A-77
Addendum 18B Travelling Beyond Conflict A-78

Addendum 19A Basic Formula for Understanding What Prevents Peace A-80
Addendum 19B I Make a Pledge A-81

Addendum 20A No War, No More! A-83

Addendum 1A

What's New?

Assignment #1:
What's New?

For our next lesson, take special notice of something or someone around you every day. Notice something that you have not noticed before, using your "beginner's eye." There is no "right" or "wrong" way to do this. The purpose of this exercise is simply to help you look at something or someone in a new way.

Write one to five sentences about that discovery (more is okay). We will read these in class and get to hear some of the best discoveries since Thomas Edison discovered electricity.

Addendum 1B

Ways of Thinking

Old Way	New Way
1 + 1 = 2	1 + 1 sometimes equals 3.

Addendum 2A

The Test of the Wild Horse

"Students, today you will be tested by a wild horse." The chief instructor directed her three senior students to a narrow ravine where a wild horse grazed. She instructed them to go through the ravine and meet her on the other side where she would wait for them.

The first student stood and started through cautiously. Part way in, the wild horse charged him, flailing his hooves. The student skillfully blocked and dodged the hooves and made it through to the other side.

The next student stood at the entrance, deep in thought. Instead of entering the ravine directly, he decided to climb up the sides of the ravine and pass above the horse. The horse tried to charge the student, but the student was too high up. He successfully passed the wild horse and reached the other side.

The third and last student stood at the entrance of the ravine. Both students and the instructor at the other end waited and watched. The third student sat down on the ground and started to play as if she were a child. The wild horse, curious, came up to the student, who was playing with sticks in the dirt. Calmly and gently, the student reached out and stroked the horse's nose and slowly stood up and patted its neck and mane. The horse, sensing the student's calmness and kindness, stood still as the student got up on its back. Together they rode through the ravine to where the other students and their teacher were waiting.

Addendum 2B

What Is Conflict?

1. Inner Conflict

Something that Happened
in the Past
\
Conflict
\
Where I Am Now

Where I Am Now
\
Conflict
\
Something that *Might* Happen
in the Future

2. Outer Conflict

A. I feel inner conflict.

B. This conflict is created by not liking what I am and trying to live up to what I should be.

C. As a result of feeling this inner judgment of what I am, I want to become my ideal self.

D. In order to be my ideal self, I must judge or blame others. When I judge or blame others, I do it in one of four ways:

   1. Projecting
   2. Stereotyping
   3. Showing prejudice
   4. Scapegoating

E. These reactions to my *inner* conflict create *outer* conflict—conflict between other people and myself.

Addendum 2C

The Conflict Around Me!

1. I have seen my mother in conflict over ______________________________

2. I have seen my father in conflict over ______________________________

3. A friend of mine is in conflict over ______________________________

4. I have seen conflict in my school over ______________________________

5. The most conflict I have in my life is ______________________________

6. The conflict in the world I see is ______________________________

Addendum 2D
We Create Conflict!

Assignment #2:
We Create Conflict!

For our next class, bring in an example of each of the four causes of conflict we have been discussing: scapegoating, prejudice, stereotyping and projecting—examples you see at home, here at school, in the world, in a magazine, on television. Write them down and be prepared to read them to the class. Here are reminders to help you remember the difference between them.

Scapegoating. Our brain thinks that something outside itself is the cause of its problems. It blames others for its own suffering.

> "You (person, country, religion, group) are the reason I feel this way." We use that person or thing as a "scapegoat."

Prejudice. Many of us are conditioned to believe that some people are better than others and some people are worse. We pre-judge people because we have an image "stuck" in our brain, and through that prejudiced image, we look at the world.

> "You (color of skin) people are bad."

Stereotyping. This is conditioned thinking that labels and categorizes people. The brain gathers information about one person, then bases its judgment of others in the same group by this one.

> "You (group of people) are all stupid."

Projecting. Just as a movie is projected onto a movie screen, this form of thinking *projects* what we have said or done onto someone else. Often it's something we don't like in ourselves that we want to get rid of. Our brain accuses others to hide our own feelings of guilt.

> "You (person, country, religion, group) are the enemy!"

Addendum 3A

I Want to Survive!

The following are possible situations to put on the slips of paper referred to in the Activity in Lesson 2:

I am walking down the street when a huge dog bounds towards me and begins to bark loudly. When the dog gets to me, it stands on its hind legs and jumps on me. It looks as if it's going to bite me. I want to survive! In this situation, I will...

A bully walks up to me and insists on my handing over all the money in my pocket. The bully says that if I don't hand it over, I'm going to get beaten up. I want to survive! In this situation, I will...

The school principal calls me into the main office and yells loudly at me for something I did not do. The principal threatens to kick me out of school if I don't give back what I stole. I have no idea who stole whatever the principal is looking for. I want to survive! In this situation, I will...

I am disturbed by the war in the Middle East I see on television. I feel related to one of the groups there and feel anger at its enemies. I want to join the armed forces to fight that enemy, but I also realize that fighting means killing people. I want to understand why I feel this deep anger towards a group of people who even look like the other ("my") group. I want to do the intelligent thing. I want everyone who is fighting to survive. In this situation, I will need to...

I am President of a powerful nation. I've just been informed that foreign forces are about to bomb the city I am in. I can handle the situation myself and try to bring peace, or I can call my Vice President, get on our presidential plane, and quickly get out of this city. I want to survive! In this situation, I will...

I am a firefighter, and I have been ordered to run into a burning building, because a small child is stuck inside. I have been trained to do this work, but I am terrified, because the building looks like it's going to give way at any moment. I want the child to survive, and I want to survive. In this situation, I will...

I am a soldier at war. I have been sent far away from home to fight for peace. I have suddenly realized that fighting for peace is impossible. I am afraid to tell my commanding officers that I cannot fight to hurt or kill someone. I'm afraid I will be put in military jail if I don't obey orders to fight. I want to survive! In this situation, I will...

Addendum 3B

My Survival Techniques!

Assignment #3:
My Survival Techniques!

Any time you find yourself in a conflict situation, there is a good chance you will find some way to survive it.

1. Make a note of three different survival techniques you use at home, at school, or wherever you are.
2. Once you have left the conflict situation, take immediate notice of what you did and did not do to survive it. Write it down.
3. Bring in as many of these as you want to, but a minimum of three.

Addendum 4A

Your Brain Is Like a Computer

Input Center

YOUR FIVE SENSES

Sight, Hearing, Smell, Taste, Touch

|

(give you)

Direct Experience

(You are face-to-face with a person, place or thing.)

|

(leads you to)

Thought

(You think about what you experience.)

Command Center

YOUR BRAIN

Your thoughts are delivered to your brain, which:

|

Stores information

|

Sorts information

Output Center

YOUR WORDS AND ACTIONS

Based on what you think, your brain determines:

|

What you say

|

What you do

Addendum 4B

Earth to Command Center: Come in!

Assignment #4:
Earth to Command Center: Come In!

For our next lesson, consider the situation of an auto accident and two drivers, involved in the same accident, each seeing the accident as the other person's fault. Both have the same input: There's been an accident; one car has smashed into the other car. When this information gets to their command center, each interprets the accident differently.

Your assignment: Make a list of possible information stored in the Command Center of each driver's brain that could possibly lead them to believe that only the other driver is at fault. There are no right or wrong answers here. This is purely speculation. We are using our Sherlock Holmes minds to deduce possible solutions. No. 1 is an example. Keep adding to the list until you have 10 responses for Driver A, and 10 for Driver B.

	Driver A	Driver B
1)	I am a perfect driver. It can't be my fault.	If my father finds out I've smashed the car, I'm in big trouble.

Addendum 5A

War Words

WAR WORDS	INSPIRATION
Don't be stupid!	

Addendum 5B

Our Conditioning Pattern

People Places Things
\ | /
affect
our conditioning

You and Me

our conditioning
affects
/ \
The way we think The way we act

Addendum 5C

I Am a Conditioned Human Being!

1. Gender roles.
2. Watching television.
3. Listening to popular music.
4. Becoming someone important.
5. Conventional medical practices.
6. Religious worship.
7. Going to the "best" college.
8. Defending your country.
9. Making money.
10. Killing and eating of animals.

Addendum 5D
Rewards and Punishments

Assignment #5:
Rewards and Punishments

1. Think of a time you were rewarded or punished.

2. Write down the circumstances and be prepared to tell us why you believe you were rewarded or punished, taking into consideration:

   A. What *you* did.

   B. The reasons behind the behavior of the person who rewarded or punished you.

3. Also think of a time you rewarded or punished someone else.

4. Write down these circumstances as well, telling us:

   A. Why you rewarded or punished this person.

   B. What you believe is the conditioning behind your actions.

Addendum 5E

Basic Formula for Understanding War

1. I want to survive!

Addendum 6A
Learning to Roleplay

Why Use It?

Young people have many of the same problems as adults, and have to deal with conflicts just as trying as ours, but they are not as verbal or intellectual as adults. Just as we adults better understand concepts when we see examples, young people need examples even more. When they "play out" examples, they get the information more easily. When very young children are playing house, with the mommy, daddy and dolls, it is not idle play. They are learning what it is like to *be* a mother or father; they are acting out roles—roleplaying parents.

Roleplaying is understood from age 6 up. The main objectives of roleplaying are:

○ To create a safe, controlled and supportive atmosphere where a young person can act out a threatening situation. This relieves the pressure and anxiety of conflict the young person has experienced.

○ To give a young person the chance to create alternatives to his or her conflict encounters, thus creating a sense of power and mastery in similar threatening situations.

○ To give a young person a chance not only to play out the role of the victim but also to play out the role of the aggressor. This gives the student the opportunity to "get into" the other person's shoes, so he or she can begin to understand why that person would want to be a bully. This helps relieve fear and promotes a more subjective, empathetic understanding of another person's plight.

○ By creating, recreating or re-enacting a disruptive event, to help the young person become more aware of his or her *own* contribution to the problem.

○ To give the young person an opportunity to see how he or she could have prevented the situation from happening in the first place.

How Do I Do It?

Much has been written, especially in Humanistic Psychology, about roleplaying. You can find books in your local bookstores or library on roleplaying and psychodrama that will help you. Roleplaying and psychodrama can be very effective in helping people work out their fears. These are powerful tools and should be practiced carefully. Training from qualified teachers is recommended, and can be obtained from colleges, universities and other organizations.

Since our basic interest here is "kids fighting," the following are simple pointers to enable you to help them create alternatives to conflict situations.

There are two ways to do roleplaying:

1. **Made-Up or Mock Situations.** The advantage here is that you are less likely to get too deeply into emotional problems behind their conflict. The disadvantage is that it is only play-acting. There is no real feeling behind it, and so learning is more at the surface level.

2. **Real-Life Situations.** You might uncover emotional trauma a young person has beneath the surface. If you sense that a person is "emotionally disturbed," you may want to use mock situations with this person. You may want to let the parents know if you see any behavior that might warrant more professional help.

The advantage here is that real-life situations are more real, and the student will have strong emotions around them. This usually helps motivate a person in understanding and wanting to do something about the problem.

The Process

Most roleplays have a "bad guy" and a "good guy"—the Bully and the Victim. Neither is truly solely good or bad, but when we start with a black-and-white situation, it helps us learn about the grays.

It's good to ask for volunteers. Kids usually love to ham it up. I tell them what the roleplay is about and sometimes hand out sheets that have roleplays already written out for them to read. Some include portions they read as if they were talking out loud to themselves, and some include only dialogue between two or more characters. To avoid confusion, it's advisable to give them an example of what you want, or to read a portion of the dialogue yourself to illustrate the kind of roleplaying you are looking for. Get a good roleplayer by modeling one.

You may want to act as facilitator of each roleplay or participate yourself. There will always be an audience for every roleplay and, as such, they give valuable feedback to the volunteer roleplayers. They can also boo or cheer, which adds to the dramatic effect and includes everyone in the skit.

The roleplays offered in the Lesson Plans are for your convenience, to help students learn the lesson being taught. You are welcome, however, to create any roleplay situation you think might help. For example, you might divide the students into two groups: The Bully Group and the Victim Group. Then, ask one volunteer to act or play out the role of a Bully or Antagonist. He or she comes up to the Victim and starts picking on him or her. The Bully goads the Victim on by pushing, shoving, grabbing (ask students not to get too physical). Try to keep the participants from moving too far away fromthe center of the group. At this point, the Victim can try out his or her nonviolent alternative. Tell the Bully ahead of time, on the side, not to give up too easily, but to give up at some point, so the Victim can learn how to win. There must be enough time to let the situation be real enough so that the Victim has to work at his or her role. This will create a more realistic situation. As the Victim ("good guy") is trying out an alternative, ask the Bully Group which one the Victim is using. This gets them involved in both sides of the situation.

When using real-life situations, you will want more sensitivity. You don't want booing and yelling. It should be more thoughtful and serious. Ask for volunteers to raise their hands. Listen to several stories and pick the easiest or safest first. Potential problem situations are best referred to a professional.

In real-life situations, ask for a volunteer to be the Antagonist. It is sometimes best to let the volunteer victim pick his or her antagonist, but not always. Be sensitive to this process. You may have to do it for them. In real-life situations, it is advisable that you stay in control of the game—be the "authority," gently supporting and guiding the process. Allow them to freely explore their feelings and situations independently, but also, and at the same time, be there for them if they need you.

On the following page are more techniques in roleplaying that you can use. Some are already used in the Lesson Plans, and some are not.

Additional Roleplay Techniques

○ **Soliloquy.** The Victim speaks aloud about feelings he or she had before, during and after the conflict situation. This helps the student to identify his/her feelings as valid, and clarify those that everyone at one time or another feels. It is helpful if YOU are HONEST about your own feelings—your fears, humiliations, sadness. I usually tell the group about personal experiences with conflict I had at their age—not as a lecturer, but as someone sharing with them that I know, from the inside, what they are going through.

○ **Mirroring.** One person imitates a Victim's behavior. This is an effective way to give feedback and understanding to the Victim as to how others see and react to him or her. It can give the Victim a new viewpoint on the situation. Be very careful that this is done with sensitivity—as a gift rather than a putdown. You might begin this technique by playing the role first yourself.

○ **Alter Ego.** The Alter Ego is the Victim's own invisible, unexpressed self. The main purpose is to help the Victim express emotions. Another is to provide support, give empathy and dramatize unexpressed feelings. It can help interpret the Victim's resistances and defenses. For example, if you get behind the Victim while he or she is playing out his or her role and say, "I feel scared. I just want to run and hide and cry"—this can help the Victim identify his or her own feelings. Again, care and sensitivity are very important.

○ **Role Reversal.** The Victim literally takes the place of the Bully—actively places him- or herself in the other person's shoes, taking on the Bully's emotions, attitudes. This helps decrease anxiety and allows for greater empathy and understanding of the Bully.

○ **Imaging.** One good imaging process asks students to imagine themselves as animals—they pick one special animal they really like. Ask them to do some research on this animal: What are its habits? Where does it come from? How does it live? This works well for very young students. They imagine themselves as this animal—move like it, feel what it's like to be this animal, from the inside. This fantasy gives them the chance to develop psychological power, a "spirit" that can give them strength. They can talk about their animals as an ongoing process.

There are many more techniques—too many to include here. I recommend you read *The Centering Book—Awareness Activities for Children, Parents and Teachers* by Gay Hendricks and Russel Wills, for excellent exercises to do with your students to help them resolve conflicts. They are easily adapted to your own or your students' situations.

Addendum 6B
A Stupid Thing

As you play the role of Jan or Dale, really get into your part. Be an actor! Get into the role you are playing.

Jan
How could you do a dumb thing like that?

Dale
I'm not as dumb as you are! What are *you* using for a brain?

Jan
At least I *have* a brain, moron. What's *your* excuse?

Addendum 6C

"Hey, Stupid!"

As you play the role of Andy or Billie, really get into your part. Be an actor! Get into the role you are playing.

Dialogue 1

Andy

Hey, Stupid! Give me your money, or I'll change the shape of your nose!

Billie

You and who else, you idiot?

Andy

I want that money now, and I'm gonna get it with nobody's help but yours!

Billie

Says who? Take this! (Billie punches Andy. They fight until they both have bloody noses and are tired out.)

Dialogue 2

Andy

Hey, Stupid! Give me your money, or I'll change the shape of your nose!

Billie

I have experienced this conversation before, and my response is, "Not on your life!" (Billie turns in the opposite direction and runs away.)

Dialogue 3

Andy

Hey, Stupid! Give me your money, or I'll change the shape of your nose!

Billie

(Thinks to self:) *This bully has been bugging me for weeks. I'm tired of running. I'm tired of fighting. This time I'm doing something different.* (Takes a deep breath, looks at and speaks to Andy:) Are you really hurting for money? Why don't you get a job or something?

Andy

I said, give me your money, or I'll change the shape of your nose!

Billie

Look, I don't want the shape of my nose changed, but I don't have any money to give you. I'm very good at math, however, and I know you flunked the math test. If you want, I'll help you with your math.

Andy

(Thinks quietly, amazed.) I don't want your help.

Billie

Why not?

Andy

I don't know if I can be helped. I'm pretty stupid in math.

Billie

How much is 50 bucks and 100 bucks?

Andy

150 bucks.

Billie

That's very good. I think I can help you.

Addendum 6D
The Ways I Survive

Assignment #6:
The Ways I Survive

One reason we have been conditioned to be afraid is that common instinct we all share: survival. When our survival is threatened, we get scared. Once scared, we either fight or run away.

Before our next class, write down one way you survive in each of the following places:

1. At home

2. At school

3. In the world

For each of the three ways, describe:

1. How was your survival threatened?
2. What was your immediate response to this threat? Don't judge your responses as "good," "bad," "right," or "wrong." Just notice them, write them down and bring them to class. No one will judge them or you.
3. Describe how it felt to respond to this threat. Did you fight? Run? Do something different?

As we share these with one another, we learn even more tactics of survival! We can figure out if they are helping us create peace or create war in our lives.

Addendum 6E

Do I Fight or Do I Run?

Internal Conflict External Conflict

\ /

I Want to Fight!
I Want to Run Away!

/ \

If I Fight If I Run

/ \

I create external conflict for myself and anyone I fight with. My internal conflict continues.

I avoid any external conflict for myself, but don't feel good inside about running away.

\ /

Stop! Think! Question!

/ \

If I Act

1. I use my beginner's eye.
2. I go by what I think or feel.

If I React

1. I use conditioned thinking.
2. I go by what I've been taught to think and feel.

\ /

I can ACT according to my own instincts
rather than REACT to what others say and do
by using my Perfect Wise Beginner's Eye!

Addendum 6F

Act or React!

Dialogue 1

Chris
We need some money, fast.

Leslie
I know where we can get some! There's a kid with a wallet!

Chris & Leslie
(Both Chris and Leslie turn to Person 3 and say:)
GIVE US YOUR MONEY—NOW!

Chris and Leslie SHOUT all their dialogue to Person 3:

Chris
You are the stupidest person in the world!

Leslie
You can't do ANYTHING right, can you?
How did you get to be this dumb, you idiot?

Dr. Jones
This is the last time I'm going to ask you where you put the equipment you stole. Chris and Leslie say they saw you take it, and I want to know where it is—NOW!

Principal Williams
This equipment will cost your parents hundreds of dollars, and I'm going to call them if you don't start telling the truth!

Parent
If you don't finish every bit of food on your plate, you are NOT going to go see that movie tonight.

Other Parent

We are working hard to get you to eat healthy foods so you don't get sick and so you can do well in school, and you had better finish that spinach, or you can forget going ANYWHERE all weekend!

Friend

You lied to me when you said you were going to a study group the other night. Why did you do that?

Other Friend

Yeah! What are you doing that's so secret, huh? Are you doing something you're not supposed to be doing? Seeing someone you're not supposed to be seeing?

Coach

You haven't been playing a good game since this season started. What the devil is the matter with you?

Player

You know you gotta stop thinking about yourself, buddy, and think about what the team is going through with you not playing with a full deck. Get with it, kid!

Addendum 6G

Nonviolent Ways to Protect Yourself

Here is a list of ways you can avoid conflict and walk away with confidence:

1. **Make Friends.** Treat a person with whom you are in conflict as a friend instead of an enemy. There isn't a person alive who doesn't need admiration and respect. Few of us get it the way we need it—especially bullies.

2. **Use Humor.** You can turn a scary situation into a funny one. If you have a good sense of humor, use it. But in making jokes, don't make fun of another person.

3. **Use Trickery.** Pretend you are sick. Pretend you have poison oak and if you fight with this person, he or she will get what you have. Tell this person someone is about to meet you. Pretend to faint.

4. **Walk Away.** Don't get into it. Just walk away. There is nothing cowardly about walking away from someone who is raging or threatening to you. This is a simple and often overlooked way to end conflict before it begins.

5. **Agree.** If someone insults you, agree with this person. Even if you feel insulted, let your anger rise up, and let it go. Remember, your number-one goal is to *prevent* a fight. Your strong mind will help you.

6. **Refuse to Fight.** This probably sounds contrary to what you have always been told, but one way to stop conflict is to just not fight, no matter what happens.

7. **Stand up to this Person.** This can work, but it can also make the person angrier. You must decide if you think this alternative will work for you. If the person gets angrier, try something else.

8. **Scream/Yell.** A good shout or yell can shock and distract someone for a moment, giving you time to get away. Learn to develop your shout. It can come in handy.

9. **Ignore the Threats.** This is similar to walking away. You hear the threats and you turn and walk away, even though a threatening person is calling you a coward and trying to get you angry enough to react.

10. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop this person from hurting you. This is not being a "tattletale." This is finding a way to stop a fight.

11. **Reason With This Person.** If you are a good talker, perhaps you and this person can talk it out. If you don't argue or get angry, if you act friendly, you might convince this person not to hurt you.

Addendum 6H-1

Staying Empty!

In this activity, two volunteers roleplay Chris and Dana. Read over your part so you can really get into the character you are playing.

Chris
Hey, stupid punk! You're sitting in *my* seat!

Dana
Sorry. Looks like I am. I won't do that again.

Chris
You do it again, and I'll make mincemeat out of you!

Dana
I'm new at this school. I don't know my way around yet. Maybe you could help me.

Chris
Really! Well maybe you can help *me!* Give me your money.

Dana
Don't touch me! I got poison ivy this weekend on a camping trip. It's contagious. If you touch me, you could get it too. It itches like crazy. Makes me nuts when I'm trying to get to sleep.

Chris
You sound like a real brain. I'll bet you're one of those "A" students.

Dana
I am definitely one of those "A" students, but it doesn't come easy. I have to work for it.

Chris
Give me your homework. I didn't do mine, and I can just copy yours.

Dana
Sorry. I already turned it in. Besides, I can't do your homework for you.

Chris

Why not, smart-aleck?

Dana

Because that's not honest. There is another solution, however.

Chris

Oh, yeah, you brains always got solutions. Better make this good, you twerp, or I'm gonna pulverize you! On second thought, put 'em up! I'm gonna pulverize you anyway!

Dana

I don't fight. Besides, you're bigger than I am. So what's the point? I *could*, however, help you do *your* homework. Why don't you meet me in the library during study period, and talk about it. Maybe we could help each other, huh?

Chris

I'm getting real tired of your talking.

Dana

Well, when you're ready to consider my offer, find me. I gotta go. (Dana walks away.)

Addendum 6H-2
TEACHER'S COPY
Staying Empty!

Chris Hey, stupid punk! You're sitting in *my* seat!	**A threat.**
Dana Sorry. Looks like I am. I won't do that again.	**Agree.**
Chris You do it again, and I'll make mincemeat out of you!	**A threat.**
Dana I'm new at this school. I don't know my way around yet. Maybe you could help me.	**Make friends.**
Chris Really! Well maybe you can help *me!* Give me your money.	**A threat.**
Dana Don't touch me! I got poison ivy this weekend on a camping trip. It's contagious. If you touch me, you could get it too. It itches like crazy. Makes me nuts when I'm trying to get to sleep.	**Trickery.**
Chris You sound like a real brain. I'll bet you're one of those "A"students.	
Dana I am definitely one of those "A" students, but it doesn't come easy. I have to work for it.	**Make friends.**
Chris Give me your homework. I didn't do mine, and I can just copy yours.	
Dana Sorry. I already turned it in. Besides, I can't do your homework for you.	**Trickery.**

Chris

Why not, smart-aleck?

Dana

Because that's not honest. There is another solution, however.

Chris

Oh, yeah, you brains always got solutions. Better make this
good, you twerp, or I'm gonna pulverize you! On second
thought, put 'em up! I'm gonna pulverize you anyway! A threat.

Dana

I don't fight. Besides, you're bigger than I am. So what's
the point? I *could*, however, help you do *your* homework.
Why don't you meet me in the library during study period, Make friends.
and talk about it. Maybe we could help each other, huh? Refuse to fight.

Chris

I'm getting real tired of your talking.

Dana

Well, when you're ready to consider my offer, find me. Walk away.
I gotta go. (Dana walks away.)

Addendum 7A

Getting to a Resolution!

Issues to Discuss

1. Abortion: Should it be legal?
2. The U.S.: Should it have a two-party system, a one-party system, or more?
3. Songs with risque lyrics: Should they be banned from radio and TV?
4. Books: Should any books be banned in a country where we are supposedly entitled to free speech?
5. Being good: Is it something you want to be all the time?
6. Peace: Can peace be brought about through military strength?
7. Conflict: Do we have to participate in it?
8. Survival: Do we have to fight to survive?
9. Psychological conditioning: Is it a major factor in creating conflict?
10. Groups: Are they good for us or bad for us?

Addendum 7B

Traditions in my House!

Assignment #7:
Traditions In My House

When you are at home, talking to your parents or other household members, take notice of what traditions are practiced there. Does everyone eat dinner at the same time? Is a prayer said before eating? Does everyone speak English? Are there certain restrictions on the kind of food you eat? Are there subjects that must never be spoken about? Or subjects that are especially important to talk about?

For our next class:

A. Bring in one example of each of the following from your home situation, describing either one person or several people:

   1. Tradition
   2. Habit
   3. Custom
   4. Value
   5. Belief

B. Be prepared to discuss the conditioning behind these as well as any potential conflict these produce.

C. If you have trouble finding any of these, talk to your family members about some traditions, habits, customs, values or beliefs they have.

Addendum 7C

The Conflict I Know Best!

Activity:
The Conflict I Know Best

Write about a group you belong to. Consider a conflict situation that has come up in that group or between your group and another group. (You don't have to tell us the exact name of the group if you prefer to keep this information private.) Tell us:

1. What is the conflict?

2. Who are the people involved in the conflict?

3. What are some factors that traditionally bring members of the group together?

4. Are there factors that traditionally separate members of the group? What are they?

5. What are some factors that traditionally separate your group from other groups?

6. What do you think you and other group members may have done to contribute to the conflict? Within your group? With another group?

7. Do you see potential problems in resolving this conflict? What are they?

8. Do you see potential ways to resolve the conflict successfully? What are they?

Addendum 8A

Winning by Losing

That night it thundered terribly. The school shook with each roar. Then a great flash! The sky lit up as if it were day. One, two, three streaks at a time, the lightning stretched across the sky from heaven to earth. The rain beat down in buckets on the roof. The students pressed their faces against the windows, feeling excitement, fear and awe.

Earlier in the evening the students had practiced their forms against the heavy rain and strong winds. Time and again they fell into the mud, their *gis* turning chocolate brown. Block, punch, kick—over and over they practiced, using the rain and wind as their opponents. The rain hit hard on their bodies and soaked through their *gis*. They fought the weather until they were exhausted.

"Again, students," the teacher shouted above the wind and rain. "Fight the wind, fight the rain!" The students continued to fight against the storm. "Now turn and let the storm be at your backs. Go with it! Don't resist! Use nature's force as your own." The students turned and let the wind hit them from behind. They continued to practice their forms until they felt the exhaustion pass and their spirits lift. Then it was as if the wind and rain began practicing with them, the stormy weather becoming their ally. The students had stopped resisting and, in so doing, they had conquered themselves and learned to dance with the elements. They now understood the term "winning by losing."

Addendum 8B

My Conflict Is Built!

1. I want to take martial arts lessons, but my parents think it is a violent sport and refuse to pay for my lessons.
2. I want to get a job after school, but I'm concerned that my grades might go down if I do.
3. I'm sick and tired of being picked on by this bully, and although my teachers advise me to not fight, I'm not sure how much longer I can take it.
4. The gang I belong to was tough to get into. I like the group and like to spend time with them, but the time they require doesn't allow me the time I need to do homework. If I quit, they'll hate me.
5. I love music more than anything, but my parents want me to buckle down and study to become a doctor or lawyer or teacher. I don't understand why I would be any of those things just because they want me to. I'd like to be a rock musician.
6. My parents go to church every Sunday, and they want me to go too. I see a lot of hypocrisy in church, and I don't feel right when I go.
7. My family is Republican, and now that I'm learning the difference between Republicans and Democrats, I think I would like to be a Democrat. My father says he won't speak to me if I become a Democrat.
8. One of the people in my family drinks alcohol and sometimes gets violent at home. I don't want to be there, but when I stay out, sometimes this makes this person even worse.
9. I believe in being peaceful, but sometimes I can't help yelling at my mother, because she makes me so angry. When I try to control my temper, and hold everything inside, I feel terrible. When I yell at her, I feel terrible.
10. I love the part of the world I live in, but I don't want to defend it through military force. I get angry when national leaders talk about creating peace through war.

Addendum 8C

An Analysis of my Conflict

An analysis is a study, a looking into, a questioning of your subject matter. Therefore, there are no "right" or "wrong" answers. Let's read this through together to make sure everything is understood. It is important, as you answer the questions that you give honest answers. So, talk about a conflict you feel comfortable talking about. Begin by giving your conflict a name. *Example: My Father and Me.* Or, *The Day of my Mother's Anger.*

1. The name of my conflict is:
2. The way this conflict began is:
3. The person who probably started this conflict is:
4. The person who continued the conflict is:
5. The conditioning that probably contributed to this conflict is:
6. The conditioning for both parties is: ☐ the same ☐ different
7. When I look back, I see that the conflict could have been prevented if:
8. When I look back, I think that this conflict would have happened no matter what, because:
9. If this conflict were to arise again, I would act ☐ the same ☐ differently
10. I might be able to help resolve this conflict by:

Addendum 8D

The Conflict in my Group!

Assignment #8(a):
The Conflict in my Group!

Before our next class, select a group conflict that you are facing, whether it's at school, in the classroom, at home, with friends. It must be a group conflict. Fill in the following particulars and be prepared to read them to the class:

1. The conflict in this group is:

2. Some of us (how many?) believe:

   And some of us (how many?) believe:

3. The differences among us are:

4. The conditioning we need to explore is:

5. The points on which we agree and on which there is an intelligent meeting of the minds are:

6. The points on which we totally disagree are:

7. To resolve this conflict so that there are no sides, we need to:

Addendum 8E

Win and Lose!

Assignment #8(b):
Win and Lose!

Today, before you leave class, team up with one, two, or three people to form a group. Make sure every person is part of a group before you leave class. Write on a piece of chart paper the name of the people in your group.

Within your group, create:

1. One short roleplay in which one character wins and one character loses.
2. Another short roleplay in which both characters lose.
3. A short roleplay in which both characters win.

Make each roleplay start out exactly the same, but evolve into a situation which causes:

1. One character to win and one to lose.
2. Both characters to lose.
3. Both characters to win.

Be creative! Enjoy the creative process! Be as inventive as you like!

Be aware of the structure of your conflict and the conditioning that produces it.

Addendum 9A

Enemy Images!

1. Think of someone you know. Then, name three ways you are "different" from that person:

   (1)____

   (2)____

   (3)____

2. Do you consider some people "strangers"? Who are they? What makes them strangers?

   ____

   ____

   ____

3. Name one or more people you think are "bad." Why do you believe he, she, or they are bad?

Addendum 9B

The New Kid!

Bobbie is an angry bully, and Neyun is a calm, new person in the neighborhood. Get into the part you are going to play. Make Bobbie a tough, hurt, angry person. Make Neyun a calm, thinking, caring person. Have fun!

Bobbie

(Angry:) You're the new kid, aren't you?

Neyun

(Calm:) That's right. My name is Neyun.

Bobbie

What makes you think I want to know your name? Besides, what kind of weird name is that? It sounds like a gook name.

Neyun

It's a common courtesy to tell your name when you first meet.

Bobbie

Well, I don't want to know the name of a stranger, especially a gook!

Neyun

I hope I'm not a stranger for long.

Bobbie

We don't think much of strangers around here. You should get out, move somewhere else.

Neyun

I like it here. I've met some friendly people.

Bobbie

Well, you don't look like you belong here.

Neyun

I didn't think people had to look like they belonged anywhere in particular. Aren't you Bobbie?

Bobbie

Never mind who I am. I hear you're hot stuff. Smart. You think you know it all. Let's see if you can fight!

Neyun

Look, I don't want to fight. I'm not a fighter. Besides, you're bigger than I am. Can't we be friends?

Bobbie

Strangers make fun of us. One stranger robbed me once. You strangers think you can come here and take over.

Neyun

I don't want to take over. Come on, let's shake hands.

Bobbie

(Slaps Neyun's hand away.) I don't shake with strangers! (Bobbie walks away.)

Addendum 9C

I Respect You like Crazy!

Assignment #9:
I Respect You like Crazy!

1. Choose a person with whom you are in conflict in your life. This can be a personal, internal conflict with yourself or another person, or an outer conflict with someone you've been having disagreements with.

   Before you next speak to this person, think of three ways that you and that person are the same. This exercise will strengthen your mind in dealing with this person. Write down these three ways and bring them to class. You don't have to tell us who the person is, if you don't want to. You can call the person Mr. X or Ms. Q. The three ways you and this person are the same are:

   A. ______________________________
   ____
   ____

   B. ______________________________
   ____
   ____

   C. ______________________________
   ____
   ____

2. Give respect to a person you want respect from. Offer it—free! No obligation!

Addendum 10A

My Role Models!

A character is defined by his or her:

A. **Physical characteristics**, such as how the character walks, talks, looks and dresses, what languages he or she speaks.

B. **Mental and psychological make-up** including how he or she feels, thinks, acts.

	People Who Influence Me	Type of Person	Reason for my Admiration
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Addendum 10B

Conditioned to be "Good"

Read the following newspaper quotation:

> "At 12:02 Friday afternoon, 14-year-old John Parsons of Oak City was arrested for driving a stolen vehicle, driving under the influence of drugs, and assaulting the arresting officer of the law. Found in the car were traces of drug equipment, a loaded .38 police special revolver and a box of pornographic magazines. He was allegedly selling drugs and sex magazines to local junior high school students...."

Deduce from this article on John Parsons the kind of person he was. Spend five minutes writing about the kind of person you think John Parsons was. For example:

1. Was he a good student?
2. Was he a religious person?
3. Was he athletic, on any school teams?
4. Did people like him?

Addendum 10C

Nobody's Perfect!

Assignment #10:
Nobody's Perfect!

The desire to be perfect creates great conflict in us. We are torn between who we think we should be and the reality of who we are. If you have been expecting perfection from yourself, you probably have conflict built up inside you. It is important to know that while it is advisable to always be the best you can possibly be, nobody is perfect.

Name three ways you've been conditioned by your family, school or friends to be "good":

	Ways I've Been Conditioned to be Good:	This Conditioning Has Caused Me Conflict in the Following Ways:
1.		
2.		
3.		

Addendum 10D

I Want to Be Good!

Lee

I want to ask your opinion. I'm very upset. I want to do what my parents want me to do, but I want to get revenge on this guy who wrecked my bike. My parents say, "Forget it. It's not worth it." What do you think?

Robin

I think you should beat him up, teach him a lesson.

Lee

But then, I get into trouble. My mother gives me the cold shoulder. My father looks at me like I'm a criminal.

Robin

So, then just forget about it, like your parents say.

Lee

Then, I hate myself. It makes me want to punch someone, put my hand through a wall, twist my brother's arm.

Robin

How did he wreck your bike? Did he mean to do it?

Lee

Yes! (Pause.) Probably. (Pause.) I don't know.

Robin

Can you reason with this guy? Can you ask him to get the bike fixed?

Lee

Are you kidding me?

Robin

No. If it doesn't work, maybe we can figure out something else.

Addendum 11A

What a Clown!

Bully

Hey, you! Stupid! You sat in my bus seat! If you do it again, I'll break your face! (To self:) *This guy looks easy to beat. Now it's MY turn to win. I'm always getting it at home, and the big kids at school beat me up. I'm ticked! I feel like busting! I feel like hurting someone ELSE, for a change!*

Victim

Sorry! I guess I was stupid all right. Here's your seat. (To self:) *Wow. This guy could hurt me. I wish I could run away, but I've done that before, and it just makes me feel lousy.*

Bully

What did you take my place for then, punk, huh?

Victim

I didn't know it was your seat.

Bully

Everyone knows this is my seat!

Victim

I'm new at this school (trying to be friendly), and I don't know my way around yet. Maybe you can help me.

Bully

I don't help punks! I think you need a lesson in good manners! (Makes a threatening gesture.)

Victim

(Using humor and trickery:) Wait! Before you hit me, I want to tell you that if you beat me up, my sister will be upset, because she likes you. She told me that she wanted to go out on a date with you.

Bully

Yuck! Girls are goofy and I ain't gonna let no girl...Hey! Are you joking? That's a laugh. What a clown!

Addendum 11B

We Learn to Be Bullies!

Assignment #11:
We Learn to Be Bullies!

1. Bring to class at least one way we are influenced to become bullies by each of the following:

Group	Influence(s) Us to Become Bullies By:
Our families	
Our friends	
Our school	
The media	
Community leaders	
Politicians	
Military leaders	

2. Create a nonviolent way you might deal with one of these. Explain how you would use this nonviolent alternative.

Addendum 12A

The First Thing!

1. When someone yells at me, the first thing I do is:

2. When someone driving a car cuts in front of me, and I'm in a hurry, the first thing I do is:

3. When my father yells at me for not doing a chore I was supposed to do, the first thing I do is:

4. When my mother tells me not to stay out late, the first thing I think is:

5. When anyone tells me what to do, the first thing I think is:

6. When I see victims of street crime, the first thing I think is:

7. When I see military strength being used to supposedly bring about peace, the first thing I think is:

8. When I see Conscientious Objectors refusing to go to war, the first thing I think is:

9. When I see war in the world, the first thing I think is:

10. When I see political and military leaders promising to build up our military strength, the first thing I think is:

11. When people talk about who's to blame for war, the first thing I think is:

12. When I get a violent feeling, the first thing I do is:

13. When I see people arguing at work, in businesses or in school, or when I see arguments between store owners and customers, the first thing I think is:

14. When someone is mean to me, the first thing I do is:

15. When I become aware that I am judging myself as "good" or "bad," the first thing I do is:

Addendum 12B

The Only Enemy We Have

Assignment #12:
The Only Enemy We Have

During this week, look at a conflict situation that troubles you—at home, at school, during your life in the community. Notice:

1. What is the conflict?

2. Is it inner conflict or outer conflict?

3. What is the fear that has caused this conflict?

4. Is it a fear inside more than one person? Is it possible there is more than one fear at work?

5. Name THREE possible actions you could take to relieve the fear, in yourself or in anybody else involved.

    (a)

    (b)

    (c)

Addendum 13A

Suggested Facts or Beliefs

1. Trying to be totally nonviolent generates violence.
2. When we have confidence, we don't have to fight.
3. In order to have peace, we must fight.
4. We need weapons and armed forces to achieve peace.
5. Conflicts can be solved only by "experts."
6. To have peace, we must act peacefully.
7. In order to be nonviolent, we must act nonviolently.
8. The way to end conflict is to understand it.
9. When I think I am "bad," I make an enemy out of myself.
10. Understanding the causes of war can end war.
11. The root of war is within us—in the way we think and the way we act.
12. Self-defense skills can help us not be afraid.
13. In not *trying* to be strong, we find a powerful energy.
14. When threatened, all we can do is fight or run.
15. The best way to stop conflict is to stop it before it ever starts.
16. Understanding what prevents peace is understanding what creates war.
17. Emphasis on only fighting skills brings understanding.
18. Respect is something we feel only for others, not ourselves.
19. Finding your empty self can bring new meaning to your life.
20. Fear is not something outside me; it begins in my mind.

Addendum 13B

The Ways We Are the Same

Assignment #13:
The Ways We Are the Same

1. Describe a situation—at home, at school, among your friends—in which you have been involved in a conflict with another person.

2. What are the differences between you and this person?

3. What are the similarities between you and this person?

4. Based on your similarities, what steps do you believe you could take to begin to resolve your conflict?

   (a)

   (b)

   (c)

   (d)

   (e)

Addendum 14A

The Structure of Power

Attitude
What You Think

+

Form
How You Move

=

Response
The Action You Will Take

=

Power
The Strength of Your Response

Addendum 14B
Power!

Case #1

A politician, running for a second term in a high office of government, told his viewers that he and the Congress, the body of government, knew what was best for the country and that he should be re-elected to office because he had racked up four years of experience. When a member of this politician's audience remarked that the politician had not come through with many of his campaign promises and that she did not see that the politician had a plan for the next four years, the politician said that he and the Congress, in fact, did have a plan and that the plan would benefit this woman as well as every person in the country. He said that over the previous four years he had been concerned with international matters. During the next four years he and his Congress would focus on national matters.

Case #2

A politician, running for a high office of government against the incumbent occupant of that office, told her audience that they had been ignored over the past four years, because the present occupant of that office was busy helping other nations and making sure that he and his highly paid associates were taken care of rather than you and me. When a member of the audience asked this challenging politician what her plan was for the next four years, she named six priorities: the economy, jobs, education, the environment, health care and the overall lifestyle of all inhabitants of this country. She promised to focus attention on needs at home while continuing to stay informed on international matters.

Case #3

A young woman was called into the principal's office at her school and asked to play a part in uncovering drug users and sellers in the school. The young woman, a good student, felt pressured, because she knew of several drug users in school, but did not want to get these students into trouble. While she herself did not agree with using drugs, she felt that these students had the right to use drugs if they wanted to. The club she belonged to encouraged her not to "tattle" on the drug users. When she was called in a second time to the principal's office to deliver any information she might have gathered, she said she was unable to find anything out, but that she would continue to look around.

Case #4

A young man was called into the principal's office. He was asked to play a part in uncovering drug users and sellers in the school. He felt pressured, because he had once bought drugs from one of these people and used them. He had gotten scared and admitted to his parents what he had done, and they had helped him work through his thinking about whether or not he would continue using drugs. With their help, he had decided never to use them again. Because he felt so strongly against the use of drugs, he informed the principal of what he knew about users and sellers. He requested that these students be allowed to enter a rehabilitation program. The principal, however, turned the students in to the police, and they are presently serving jail terms.

Case #5

The area in which you live becomes the site of looting, stealing, mass chaos and pandemonium. You see everyone around you running into stores with broken windows and taking things that do not belong to them. Small fires have been started in several stores. A police officer enters the premises where you are and asks everyone to please leave immediately. She tells you to take whatever you want and get out. She says that it's dangerous in there and she doesn't want to see anyone get hurt. She asks everyone to listen to their conscience and to leave whatever their conscience tells them is not rightfully theirs. Several people do not look at her as they continue to carry objects out of the store. She lets them through and tells them she hopes they sleep well tonight. She smiles at the young man who puts down the telephone he was going to take.

Case #6

A man who has worked in the same job for 20 years is called into the President's office and asked to resign. The man, totally caught off guard, asks why his resignation is being asked for. The President tells him that it's simply time for him to go—that 20 years is long enough to be at one job, and that he needs to make room for other, younger, more industrious personnel. Refusing to resign, the man gets up and leaves the President's office. The next morning, the President stops by the man's desk and tells him he's fired, that he'll get two weeks' pay and that he'd better clear out by the following morning. The man slowly gathers his belongings into a bag and, as he leaves the floor, stops by the President's office, walks in, and throws a glass paperweight through the President's window. He smiles and leaves the President glaring after him.

Addendum 14C

The Source of my Power!

Before our next class, notice a way that someone you know (this could be you) uses what he or she believes to be real power. Write down:

1. Who is this person?

2. What is the situation in which this person is using what he or she believes to be his or her power?

3. Does this person have a false belief about this power? Is what this person is using not really a source of power at all?

4. If you could recommend help to this person, what would you tell him or her?

5. Which source of power would you recommend this person use instead of what he or she is using?

6. How would you go about recommending this source of power in a respectful way?

Addendum 15A

The Image That Set Me Off!

Assignment #15:
The Image That Set Me Off!

1. Think of a time when someone reacted negatively towards you because of how you looked or what you were wearing.

2. The situation was:

3. Three probable reasons this person reacted the way he or she did:

   (a)

   (b)

   (c)

4. Do you think this person was scared of something? What could it be?

5. **Think of a time YOU reacted negatively to someone because of what he or she was wearing, what he or she was saying, or how he or she was dressed. What was the situation?**

6. What are three probable reasons you reacted the way you did?

   (a)

   (b)

   (c)

7. Do you think you were scared of something? If so, what was it?

Addendum 15B

This Is Who I Am

Fill in this form, as honestly as you can. You have 10 minutes. Do NOT put your name on it.

1. My favorite clothes are: (type, color, material)

2. Languages I speak are:

3. My favorite foods are:

4. My best friends are:

5. My family consists of: (parents, brothers, sisters, aunts, uncles, grandparents)

6. My education includes: (schooling, lessons outside school)

7. My religion is: (beliefs)

8. My culture is: (country of heritage: Japan? Sweden? England? Poland? Mexico?)

9. My beliefs about our government are:

10. The kind of media I follow is: (TV, magazines, newspapers, radio)

Addendum 15C

A Doublespeak Quiz

The following is a military doublespeak quiz. See how many doublespeak phrases you can match up with their real meanings. Let's do these out loud.

1. Protective reaction strike
2. Eliminate with extreme prejudice
3. Engage the enemy on all sides
4. Tactical redeployment
5. De-establish a government
6. Defense Department
7. Radiation enhancement device
8. Defoliation
9. Effective delivery
10. Predawn vertical insertion
11. Strategic weapon
12. Tactical weapon
13. Confrontation management
14. Resources control program
15. Ballistically-induced aperture in the subcutaneous environment

A. Bullet hole
B. War Department
C. Poisoning the vegetation
D. Bombs fell on target
E. Atomic bomb
F. Atomic bomb
G. Bombing
H. Riot control
I. Overthrow a government
J. Ambush
K. Neutron bomb
L. Poisoning
M. Invasion
N. Retreat
O. Kill

Answers to Doublespeak Quiz:
1-G. 2-O. 3-J. 4-N. 5-I. 6-B. 7-K. 8-C. 9-D. 10-M. 11-E. 12-F. 13-H. 14-L. 15-A.

Addendum 15D

Doublespeak Samples!

Feed me! Add to this list!

Addendum 16A

One Atomic Bomb!

- In the first few milliseconds of the dropping of an atomic bomb in your town, you see an enormously blinding light, as if the sun were a few hundred yards away — brighter than any light you could ever see or imagine.

- A second later, a great heat forms a fireball, like a gigantic blowtorch that reaches 17 to 30 million degrees Fahrenheit, vaporizing everything in a circle about 1/2 mile in all directions from the center. People are reduced to ashes instantly, leaving only shadows on the ground.

- Two seconds after the explosion, four miles from the explosion, everything turns to fire.

- Four to five seconds later, a great blast, a great force, as if the sky itself is landing on you with the force of a weight unimaginable, crushes you on the ground with winds starting at 500-700 miles per hour. At a distance of six to seven miles from the center (Ground Zero), a person standing in his or her living room, looking through a closed window towards the flash of light, will suddenly experience these windows turning into a wave of thousands of pieces of glass, traveling at hundreds of miles per hour, chewing up anything or anyone in their path.

- Ten to sixty minutes after the blast, fires are widespread from the intense heat, exploding gas stations, collapsing buildings, burning the countryside to a crisp. A huge mushroom cloud rises up like a gigantic tornado, sucking up into it human ashes, the dust that was once men, women and children.

- Two hours after the blast, people stagger around in shock, with burned strips of flesh hanging off them. All medical aid is destroyed, and hospitals are in flames. There is no electricity or water. Civilization as we know it is gone. Cities and towns are reduced to nothing.

- Twelve hours after the blast, there are massive deaths. Blast shelters have become crematoriums, people in them dry-roasted like peanuts in a can by the fire, or crushed or choked to death. Radioactive dust, drifting down from the mushroom-shaped cloud, will kill people for *years*.

- Days and weeks after the blast, people who survived are now dying from wounds, infections, bleeding, psychological stress. Robberies, murders, and cannibalism happen at random. People who have survived are trying to stay alive at any cost. All your friends, family, your school, home, are gone in an instant—in the most horrifying way ever imagined. Your town no longer exists.

Addendum 16B

The Pattern Is Clear!

The following is a pattern created in our minds when we are conditioned to believe that someone is an enemy.

THE PATTERN:

Other Person = Enemy

|

Enemy = Fear

|

Fear = Protect

|

Protect = Defend

|

Defend = Eliminate

For our next class, write a situatio, story or roleplay—it can be real or made up—that fits this pattern. Be prepared to read it in class.

Addendum 16C

Nine Principles of War

1. **Objective**. The ultimate military objective of war is the destruction of the enemy's armed forces and their will to fight.

2. **Offensive.** Offensive action permits the commander to impose his will upon the enemy, determine the course of battle, and exploit enemy weaknesses.

3. **Mass.** Superior combat power must be concentrated at the critical time and place for a decisive purpose. Superiority results from a proper combination of the elements of combat power.

4. **Economy of Force.** The commander is to accomplish the mission with minimum expenditure of resources, engaging in attacks, defense, deception or retrograde action to ensure sufficient combat power.

5. **Maneuver.** Its object is to dispose a force in such a manner as to place the enemy at a relative disadvantage and thus achieve results which would otherwise be more costly in soldiers and material.

6. **Unity of Command.** Obtains unity of effort by coordinated action of all forces towards a common goal. Coordination may be attained by cooperation, but is best achieved by vesting a single commander with the requisite authority.

7. **Security.** Achieved by measures taken to prevent surprise, preserve freedom of action and deny the enemy information of friendly forces.

8. **Surprise.** Results from striking an enemy at a time, place and in a manner for which they are not prepared, using speed, deception and unexpected combat power. Enemy may be aware too late to react effectively.

9. **Simplicity.** Direct, simple plans and clear, concise orders minimize misunderstanding and confusion. If other factors are equal, the simplest plan is preferred.

Addendum 16D

I Want Revenge!

Student: I was walking to school, minding my own business, when this big brute walks up to me and says, "Give me your money, or I'll bash your head in." He was a lot bigger than me, so I gave him the money, but I'm really ticked off, because my Dad says I shouldn't have given him the money. I should have run away. I want revenge!

Soldier: This is a stupid war, and I wish I were back home! I joined the armyto get some good training. What am I doing? I'm fighting people! Killing people! My uncle told me joining the service was the best thing I could do at my age. Wait till I get my hands on him! Why would he tell me to do something that I hate? I want revenge!

Dancer: I've been waiting two years to try out for this dance company that's coming through town next week. I've been taking classes, spending extra time after school, and working myself hard. And now, this idiot comes along and runs into me with his bicycle, and my leg is so bent out of shape, I can't dance. I want revenge!

Athlete: The past year I've been playing really well for the team. This year I wasn't playing so well. My mother's been in the hospital a lot and things are not going well at home. I did a crazy thing. I met this kid on the street who was selling drugs and I bought some. I did some drugs and I got hooked. The coach took me off the team. I want revenge!

Writer: I sold my book to a publishing company and they promised to give me a certain percentage of the money for the book. Today I got their contract in the mail. The percentage they've written in for me is much less than what they originally promised. When I called to complain, they told me this was the percentage I would get, or I could forget the deal. I want revenge!

Store Clerk: Money has been tight lately, so I took a job working at the drugstore for three hours per night during the week. Last night some thugs came in and robbed the store. I always heard that you're better off giving them the money than trying to fight and maybe getting killed. I gave them the money. Today the store owner fired me and yelled at me for not refusing to give them the money. I want revenge!

Warrior: What a feeling! I've got a gun and I can use it! And I'm gonna use it! That's what I've been trained to do. I'm gonna get these gooks for shooting my buddy and sending him to heaven way before his time. They had no right to take his life! They have no right to breathe! They can get me for this, but I don't care. My buddy is dead, and I want revenge!

Doctor: I told her and her family that this operation was risky. I told them that there was a 50/50 chance for survival. I've been a doctor for 10 years, and I know what I'm doing. I find it hard to swallow that after all my conversations with them they would get a lawyer and sue me because she lost her left leg. They have no right! I want revenge!

Homeowner: I know that nobody did this on purpose. I know that there is no way to control nature. Nevertheless, I am raging mad. I spent 20 years of my life saving for this house. The two of us worked hard and sacrificed a lot to get this house. Someone we don't know starts a fire, it rages through a forest and gets to our house and turns this place into millions of ashes. I can't help it. I want revenge!

Addendum 17A

Man against Man!

The jungle was steaming hot. The air was heavy as a thick, wet, soggy blanket. The warrior reached for his knife, grasping the hot handle with a sweaty, bruised hand. The enemy was near again!

For weeks he had been trapped on this island. His ship had gone down when the enemy torpedo burst a huge hole in the ship's side, tossing his shipmates into the gigantic swells of the ocean. The ship, packed with ammunition and bombs, exploded like fireworks and blew the ship apart, leaving one survivor—him. Wet to the bone, he struggled the last few yards onto the bright, white, sandy beach in a small cove on an island he might consider beautiful if he were not thousands of miles from home, struggling to survive.

For weeks this warrior had survived on berries and some small pockets of dew water that he licked off big tropical leaves in the early morning. Today, if his senses were not deceiving him, he could swear he smelled fish cooking!

Slowly he made his way through the jungle growth, careful not to reveal his approach, until he came to the other side of the island, to another sandy white beach cove. At the edge of the jungle where the cove met the sand, protected by a shelter of palm leaves and branches, a small, powerfully built man with his back to this lonely survivor was kneeling. As the survivor made his way closer, the smell of the cooking fish became stronger. His mouth watered as he breathed in the delicious aroma. Suddenly, unaware of a small branch under his foot, he took a step which changed the peaceful setting into a state of war—with the mere sound of a crack. The small, powerful man quickly jumped up into a fighting position. He was bare to the waist, with combat pants torn off at the knees and a combat hat—one that symbolized the enemy! In his hands he held a long sword, poised tensely in a position of defense. Screaming words the lone survivor did not understand, the small man ran up on the beach gesturing violently with his sword.

Hide and Seek

The warrior survivor retreated to the safety of the jungle a hundred yards away from this wild man. There he stayed until night when he tried to approach his enemy again. And again, as he came close, this short, powerful sword-wielding man jumped up and ran around in combat positions, yelling unknown, yet threatening curses at him. This enemy had started a large fire to protect himself from any attack from the jungle side.

This hide-and-seek game went on for days. The ship survivor was so hungry and thirsty that with each day he was driven closer and closer to the enemy. With only a small knife against a large sword, he did not feel confident about defending himself. The only way he was going to get to the enemy's store of food—which consisted of several cans of rations stored under guard—perhaps from the survivor's own ship—was to come in behind him from the sea side.

That night the survivor went down through the jungle to the beach at the far end of the cove. There was a full moon but clouds occasionally hid it, leaving times of almost complete darkness. Moving carefully from the safety of the jungle's darkness, he crawled slowly down toward the water's edge. He could see his small, powerful enemy a short distance away, squatting down by the fires he had lit to protect himself.

After what seemed like years, he reached the water. The coolness soothed his body as he quietly slipped in. Moving in an outstretched position, he carefully half-floated, half-crawled toward his enemy. The moon moved out from behind a cloud, illuminating the landscape like a large spotlight. The enemy suddenly looked around, right at where he was in the water. He held his breath. Had he been seen? Should he get up and run for cover? Should he try to attack? Apparently the enemy hadn't seen him, because he squatted down again muttering something in a strange tongue.

Two Struggling Fish

He was within 10 or 15 yards when the moon was temporarily covered by a bank of dark clouds. This was the moment the survivor hadd been waiting for. Slowly he came to all fours. Reaching back, he grasped the handle of his knife, moved slowly to his knees, then to a crouching position. His legs and arms ached with tension, and his eyes strained with fear and violence.

Running madly forward, splashing through the water's edge, he dashed towards his enemy's back. Suddenly the short, powerful man jumped up in surprise, his dark, piercing eyes wide open to face the figure charging with a knife. A flash of steel and the sword came up blunt side out and struck the oncoming figure in the side, sending him slightly off course. The two men collided with a thud. The moon came out from behind the clouds to witness this struggle for survival.

Over and over they rolled in the still, warm sand, muscles of one straining to get control over the other. Each was the enemy to the other; each had been trained to think of the other as a threat to his nation, his race. Each had felt the glory of being a warrior for his country. Each was honored by his nation for defending his belief system. Each had killed his enemy in this endless struggle that had lasted for years between their armies.

The conflict had started many years before they were born. They inherited it in their separate educations. In their schools, each had been taught that his country, his race, was the leader of the world, and that "others" were not to be trusted, that they were enemies to be feared and conquered. At home it had been passed down from generation to generation, from grandparent to grandchild, the years of distrust and turmoil. And here, on this lovely beach on a small island, with the moon shining brightly overhead, and the water lapping gently on the shore, these two men—products of history, generations of belief and fear—were enemies, fighting to the death for survival: survival of themselves, their countries, their races, and their beliefs.

Without warning the two wrestling, panting, screaming men were jerked violently into the air in a sudden upward movement. Caught like struggling fish, the two were imprisoned in a net that had been set by the short, powerful man to protect himself from invaders. Now this protective defense was turned against him as well as his enemy, both stunned momentarily by the sudden upward scooping effect of the strong fishnet made of jungle vines.

Arms and legs entangled the two, struggling half to defend themselves and half to get free of the net. Thrashing around helplessly, the two bruised and battered men were locked in a grip of death to the end. Neither would give in. Both would perish if need be.

As suddenly as they were scooped up off the beach, rain began to fall heavily. Giant clouds formed, as they do in the jungle, and began to dump their contents in a sudden fury on the ground below. The rain soaked them, got into their eyes and temporarily blinded them. Yet they still hung on to each other, afraid to let go lest the other gain the advantage and end the battle. For what seemed like hours, the two struggled in vain to get free and to take advantage of each other. The more they struggled, the more they were entrapped, like two flies caught in a giant web, awaiting the arrival of the deadly spider.

The encounter proved to be a stalemate. Neither one could get free or gain control. Both had lost their weapons when they first were caught up in the net. They were equally strong and were now equally exhausted. All they could do was yell insults in languages neither could understand. They even resorted to spitting at each other and sometimes biting each other out of sheer frustration and desperation.

They finally got some room between them, feebly holding on to the sides of the net. They glared ferociously at each other, making threatening facial gestures. Hour after hour they clung to their prison, never taking their eyes off each other for a moment. They were incredibly exhausted but hung on for sheer survival, lest one should fall asleep and be killed.

The Dawn

The sun's first rays gently edged out over the horizon. Pale pink and gentle blue filled the sky with delicate, thin morning clouds. The storm had passed.

In that net, captured like two beached fish, slept two battered, frightened warriors, dreaming of home, family, friends and better days. The short, powerful man awoke with a start, waking his imprisoned enemy. For a moment, there was no movement from either. The two just stared unbelievingly at each other wondering what they were doing up there among the trees. Then quickly their memories jogged them back to what had happened. They tried to struggle, but it was hopeless. They were trapped together in their net.

Looking up and down, each began to realize that they were hopelessly caught, enemies joined together without their consent. Each looked at the other and wondered, Who is this man in here with me? Why does he want to kill me? How did I get to where I want to kill him?

Then it began to dawn on them—there was no way out alone. If each was going to survive and get out of this net to some water and food, they would have to work together. Trying to ignore this realization, each struggled again to free himself. In so doing, they only caught each other up more tightly in the net's grasp. Exhausted, each rested to gain strength for the energy necessary to take the next step.

The shorter man grunted something the other didn't understand. He grunted again, but this time pointed to something up and behind the other. Looking over his shoulder, the ship's survivor saw the cord of the net that held them captive in the tree. It was just out of arm's reach. With a knife or sword perhaps he could cut it—but even if he could, they would fall to the beach and surely be badly hurt or perhaps even killed by the fall from this height.

Looking the situation over, the survivor tried to ask his fellow captive what he wanted. The other spoke again, this time pointing strongly with his finger. If only language did not interfere! If only each knew what the other was saying. Turning ever so carefully and painfully, the survivor tried to see what the other was pointing to. At last he could see a longer piece of rope wrapped around the one holding them, a safety lifeline by which to lower the net. The survivor spoke to the other asking him if this is what he meant. The other just kept saying the same words over and over. Inching his way up the side, while the other steadied the net, the survivor made his way closer to the wrapped rope. Reaching out, he took hold of the end. The other was giving frantic directions, waving one of his free hands.

By communicating in sign language, the two men retrieved the extra rope and together, with great strain, for the net held their combined weight, the two worked in unison to lower themselves to the ground.

After a long, painstaking, exhausting ordeal, they were back on the sandy beach. The survivor wondered how they were to untangle themselves from the net since it had closed securely around them when it lifted them skyward. The survivor saw the bright glint of his enemy's sword behind where the enemy was. The shorter man noticed his look and turned to see what was there. The sword within his reach, the shorter man reached out to grasp it, to the sudden terror of the survivor. Slowly he brought the sword within the cage of the net. Their eyes met and each stared deeply at the other. Slowly and deliberately the shorter man edged the sword up toward the survivor and cut the top knot of the net. With two more cutting moves, the net fell free of them and they were left sitting on the ground, the survivor bruised, shaken and still frozen in time.

The shorter man painfully raised himself up to his knees, raised up the sword and threw it beyond the survivor into the shallow water. He then looked again at his fellow survivor and began to smile. The survivor, stunned by this action, nodded, then he too began a weak and feeble smile. Slowly the smiles turned to laughter; louder and louder they laughed until tears were rolling down their cheeks, their sides aching from fighting and laughing. As the laughter finally subsided, the shorter man gestured for the survivor to come with him. They both rose unsteadily and staggered over to where the shorter man had his camp. Motioning and speaking to the survivor, the shorter man offered him what was there—food supplies from the survivor's ship. They both sat down wearily, opened the food and ate hungrily with their hands.

Drinking fresh water collected from leaves, the two leaned back, smiled at each other, and wondered how, the night before, they had been enemies—man against man—warriors trained to kill each other.

Addendum 17B

Create a Peace Academy!

On the left you see all the qualifications for a Military Academy. Using this information, create a Peace Academy, listing what it teaches, what it gives medals for and what a peace hero does.

Military Academy

Teaches:

The history of war
Military scientific research
Defense research
How to kill

Gives medals for:

Killing others
Being wounded

Trains a military hero who:

Conforms to a common goal
Accepts without questioning
Is able-bodied
Values organizational thinking
Destroys enemy forces
Learns to obey any command
Learns by rote
Exploits enemy weakness
Deceives to attain power
Is a man
Offers military solutions to world problems

Peace Academy

Teaches:

Gives medals for:

Trains a peace hero who:

Addendum 17C

Hear the Unhearable!

Assignment #17:
Hear the Unhearable!

Please use an additional sheet of paper to complete this assignment, if needed.

1. Describe a conflict situation that you have been experiencing at home, at school, or with a friend. (You don't have to use any names if you don't want to.)

2. Write a list of awarenesses you have about this situation. For example, name something you may have done that contributed to this conflict situation. Name something the other person may have contributed to this conflict situation. Write down as many interests as you can think of that you and the other person have in common. Try to write all of this down freely, without editing yourself.

3. Put yourself in the other person's shoes. Write down what you, as that other person, would want the outcome of this situation to be.

4. Now write down what you want the outcome of this situation to be.

5. Sit in a comfortable place, close your eyes for five minutes, and think of three ways the two of you could reach an agreement. Open your eyes and write these down.

Addendum 17D

Bofu and Matsu

One day as Bofu, a well-known Japanese Karate teacher, was sitting carving a long stick, he was approached by Matsu, a famous Samurai (a Japanese warrior). Matsu exclaimed excitedly that he had finally understood the real meaning of true Karate (Kara = empty). He was finally "empty," he said. He was free from his mind; he had attained real peace and nonviolence.

Expressionless, Bofu listened quietly for a few minutes as Matsu went on. Bofu suddenly whacked Matsu sharply on the head with his stick.

Enraged, the Samurai leaped to his feet and shouted, "You stupid old fool! That hurt! I could kill you for that!"

"My, my," said Bofu calmly. "This emptiness is certainly quick to show anger, isn't it?"

After a few moments, Matsu smiled sheepishly and crept away.

— *an old story*

Addendum 18A

The Empty Cup

One day two great and wise martial arts masters were visited by a well-known and respected university professor.

"I have come a long way to see you both, since I have heard that you are great masters of *Kara-te*, The Art of Empty Self. I have studied very hard for many years to understand the essence of what you teach. Can you tell me the meaning of *Kara-te*, of Empty Self, and how it can bring peace to the world? What is the secret of this teaching?"

The older martial arts master was serving tea as the professor spoke. He poured the visitor's cup full, and still kept on pouring until the tea was running off the table onto the floor.

The professor watched the cup overflowing until she could no longer stand it. "The cup is full! No more will go in!" she exclaimed.

"Like this cup," he said, "your mind is full of questions and seeking answers. Until you empty your cup, no more can go in. Likewise, until you empty your mind, you cannot receive anything."

Addendum 18B

Travelling Beyond Conflict: Panel Topics

Possible Panel Topics:

- Where Does War Begin?
- Peace through Military Strength
- The Effect of War Movies
- Are there Nonviolent Alternatives to War?
- The Prisons in our Minds
- Exercising your Most Vital Muscle: your Brain
- Getting Conditioned to the Truth
- The Shadows Inside Us: Fighting Fire with Fire
- Enemy Images and Robot Thinking
- The Pleasure of Rewards and the Pain of Punishment
- The Beginner's Eye and our "New" Brain
- Our "Old" Brain: a Master of Survival
- The Highs and Lows of Joining a Group
- Enemies, Heroes and Bullies: What Can They Teach Us?
- Through the Eyes of Peace

Addendum 19A

Basic Formula for Understanding What Prevents Peace

UNDERSTANDING WHAT I DO

1. I want to survive! (Our old, biological brain in action!)

2. I'm afraid. I have to fight or run—to survive.

3. I need help to survive—I join a tribe! A gang! A nation! (My old brain thinks this is what I need to survive.)

4. I become one with my tribe—school, gang, nation—identify with it, become conditioned to its patterns. The tribe's belief system becomes my belief system. I believe my conflict is over.

5. I deny my natural instincts. The belief I've adopted becomes my "ideal." I judge anything or anyone not my "ideal" to be wrong, bad. This creates conflict in me, between the ideal and the actual.

6. The fear I've created in my brain I project outside myself. I lose the sense that I am the one who created this fear. As a result, anyone outside my tribal belief becomes a threat—an enemy. I forget that I am the one who created the fear! And I am the one who created the enemy!

7. I create conflict between myself and others by creating differences and separation—which begin in my own mind.

8. The reason I have created an IMAGE for myself is for psychological identity (which is not real!) and physical security (which I don't get!). I am the one who has created this belief system. This image has come from my own mind!

9. I keep my violent feelings inside. When confronted by opposition, I explode!

UNDERSTANDING WHAT I CAN DO

1. With awareness, conflict stops. With no judgment, conflict ceases.

2. My new awareness shows me I can learn to not judge myself and not judge others.

Addendum 19B

I Make a Pledge

Make a pledge that you will do something to help make the world around you a bit more peaceful. Commit to doing one of these things, or something else that you come up with, by our next class. Here are some possibilities that involve war toys:

A. **Write a letter**. To a Senator, Congressperson, the President. Or write to a war toy manufacturer, explaining that you believe playing with guns and other war toys is dangerous because they inspire us to think in warlike ways.

G. I. Joe Manufacturers
Hasbro, Inc.
200 Narragansett Park Drive
Pawtucket, RI 02862

B. **Contact your local store owner.** Ask that they not carry warlike products. Name the toys and games you believe are not healthy for young people to play with.

C. **Make a list of positive toys and games.** Give this list to your local store owner. It's always helpful to offer alternatives when you are asking for removal of certain items.

D. **Start a petition.** Gather signatures of people who agree with you. Send these to toy makers and government agencies.

E. **Find special interest groups.** Write them, gather their information and spread the word to friends and family.

The Stop War Toys Campaign
P. O. Box 1093
Norwich, CT 06360

War Resisters League
339 Lafayette Street
New York, NY 10012

National Coalition on Television Violence
P. O. Box 2157
Champaign, IL 61825

F. **Make telephone calls.** Contact organizations that support anti-war-toy campaigns. Call stores that carry these toys, and ask them not to.

G. **Write to local newspapers.** Encourage people not to buy war toys.

H. **Protest and picket.** Protest television stations broadcasting G. I. Joe cartoons and other war-promoting programs.

I. **Organize letter-writing parties.** Ask your teachers to organize an event to protest war toys, games and cartoons, to which parents and friends are invited. Write letters promoting peaceful war toys, games and cartoons, and celebrate their manufacture.

J. **Write a story or poem.** Send it to a newspaper or magazine and express how you feel about war, peace, war toys, respect, anger, fear, differences, any subject we have touched upon in this curriculum that you feel strongly about.

Addendum 20A

No War, No More!

One day a sailing ship was lost at sea off the enemy's coast. A storm had pushed the ship into heavily guarded, unfamiliar waters. The sailors feared what would happen if they were caught in enemy territory; it would surely mean death and suffering for them and for others.

The ship had been damaged during the storm and most of its supplies had washed overboard. It would mean certain death if the crew tried to sail back to their own country. They would have to take a chance and sneak into some small harbor in their enemy's country to fix their ship and refresh their supplies for the long voyage back to their homeland.

It was night when the sailors saw coastline and the outline of a huge fort on a hill just above the entrance to a harbor. Lowering the ship's sails, they put out every light aboard the ship and rowed their vessel past the fort. It was fortunate for them that it was a moonless and lonely night, with no other vessels about.

The sun was just coming up when they recognized a landing by a small village. Slowly and with great care, they guided their ship into the dock with the hope of going ashore to obtain food and the necessary supplies to fix their ship. As they were tying up to the dock, they were surprised by a small group of armed townspeople. There were about as many townspeople as there were sailors. The sailors were frightened by this sudden surprise reception and were trained to fight, so they immedi-ately took up their positions, armed with weapons. The townspeople gathered close to the dock. They too looked scared—but determined.

A spokesperson for the town called out, "You are trespassing! This is our land! You are our enemy, and now you are our prisoners. Put down your weapons!"

The captain of the ship looked coolly at this townsperson and at the people surrounding him. Other people from the town had now joined them but stayed safely in the background. Some of the young people had climbed up trees to get a better view. Two children had climbed to the top of the local meeting hall and were sitting precariously on the roof, watching the proceedings below. Others were looking out of the upper-story windows of shops and houses.

The sun was now well up, and the sky was turning from rose to blue. Birds began to move about but were strangely quiet, as if they felt foreboding.

The captain ventured, "I speak your language. I am not here to hurt you, but only to get supplies and assistance for my damaged ship. We did not intend to come here. A storm at sea forced us to land. We do not want to fight, but we will not be taken prisoner. We are armed to fight and we will to the death, but we will not be your prisoners." The captain said this firmly to the surrounding crowd.

There was a long pause as each group stood ready to react to the slightest movement of the other. The spokesperson from the town repeated the demand, "Put down your weapons; you are our prisoners. You have entered our territory and you are our enemy. We must protect our land and our people. You have no right here."

There was a deafening silence that seemed to last forever; no one moved. Weapons were ready.

"I will give you 30 seconds to surrender," the townsperson said with a firm but fearful voice. The townspeople behind him were not soldiers and were visibly scared, but were also determined to protect and defend their land, even to the death, against these people from another way of life. Hearing this last challenge, everyone —sailors and townspeople alike—readied their weapons for what was sure to be a bloody battle.

The captain looked down from the ship's foredeck, turned to his crew and called out orders in his own language. The crew stiffened and readied their weapons, including two large cannons on deck, and aimed them at the small crowd below. There was terrific tension in the air! The captain raised his hand to command his sailors to shoot, when a terrified scream came from behind the townspeople. The townspeople turned out of instinct—as did the sailors—to a child's cry for help.

A very young boy had fallen from the roof of the town's meeting hall and was dangling by his belt from a rain gutter, shrieking and crying for help.

Everyone froze, looking at this boy and the danger he was in. At any moment, the fragile drainpipe could break, sending him to a probable death. The captain, sailors and townspeople were suddenly drawn together in this emergency. All attention was riveted on the young boy hanging high atop the building.

A woman screamed in terror, "My son! My son! Save him, somebody save him!" as she rushed over to the building with her arms held upwards to catch the dangling child should he fall at that moment.

They all hesitated. Then suddenly one of the townspeople put down his weapon and yelled, "Come on, let's save him!" Everyone dropped their weapons, including the sailors, and ran—foreigners and all—to the base of that tall building.

At first there was a commotion with people running in every direction giving orders, looking for ladders, and trying to calm the mother of the screaming child who swayed dangerously above. The captain of the ship and the town's spokesperson came face-to-face at the foot of the meeting hall. They eyed each other cautiously for a few seconds. Then the captain motioned to the crowd to get upon his shoulders. At first they didn't understand, until someone yelled, "Make a human ladder!" Then with swift recognition, the town's spokesperson climbed atop the shoulders of the captain. Then a sailor climbed up, then a townsperson. And so it went—townsperson, sailor, townsperson, sailor—a human ladder up the face of that tall building, until they reached a ledge that one of the sailors could grab. He climbed up one last story on his own to the edge of the roof, close to the dangling, crying child, but the sailor could not reach him. With great effort, the young sailor pulled himself up and over the gutter and onto the sloping roof. Everyone was looking up with held breath. The sailor slowly and carefully made his way over to the boy, reached out, and grabbed him by his belt. Then, with a hard, strong tug, he pulled the boy free and threw his other arm around him to the great cheers and yells of a relieved and grateful crowd below.

The sailor carefully made his way back to the edge, and with the boy now held in one arm, he lowered himself down over the roof to the ledge below and then to the waiting hands of the human ladder. Each person on the ladder carefully handed the sobbing boy down to the next, and finally to his mother on the ground. Then the sailor lowered himself down the human ladder, as did each person in turn, until they were all safely on the ground. People were cheering, laughing, crying, hugging. Sailors hugged townspeople; townspeople hugged sailors. Caught up in the celebration, and not immediately recognizing each other, the captain and spokesperson hugged with brotherly compassion and love.

As they were hugging each other, they suddenly became aware of whom they were embracing, and froze—looking intently at each other, arms around each other. There was silence as everyone remembered their perilous situation. For a tense moment, the old images of enemies came forth, from all the years of fear and hatred between the two countries. The two looked deeply at each other. And as quickly as the fear had appeared, it disappeared. The captain and the spokesperson each laughed out loud and gave each other a grand hug. Laughing and crying, the two former enemies embraced.

"We thank you," said the town's spokesperson to the captain. "You helped save one of our children."

With affection in his voice, the captain responded, "This child is like my own son. I have four children and they are much like your children. All children are my children! All children are your children!"

"Why do we fight? Why do we hate each other?" inquired the town's spokesperson. "You are like us. You care for your children as we do. We are not so different, you and I."

Suddenly a townsperson called out, "But we sent for our soldiers."

"Oh, no!" the spokesperson exclaimed.

A wave of fear ran through the group, old images flaring up for a moment.

"Wait, I've got it," cried the town's spokesperson. "We will help our friends. Let's get them the supplies they need and the materials to mend their ship. Hurry! It will take some time for the soldiers to get here, but we must hurry. Captain, quickly tell us what you need!"

The captain responded, "Good, we are friends and forever we'll be friends!" He told the storekeepers and the ship builder what was needed. The townspeople gathered food, clothing, medical supplies and tools to help their friends.

Finally the ship was stocked with all that the sailors needed, and then some. Everyone gathered at the dock.

"How will you get past the fort? You may miss the soldiers, but the fort has also been notified and will blow your ship out of the water as it passes," said one of the townspeople.

"Quick, let's get into all the boats we can find. Put up the sails, grab your oars. We will escort our friends out ourselves. The fort will not fire if we surround the ship with our boats," the town's spokesperson responded.

And this is exactly what they did. The townspeople escorted the larger ship out past the fort. Not a shot was fired. When the boats were out of firing distance from the fort, the captain called out, "Goodbye, my friends. Perhaps someday all of our people will learn what we have learned here today. I will tell my family and friends at home what has happened. Maybe there is hope for us yet!"

The people from town were waving their hands in the air and shouting friendly farewells. The town's spokesperson called out, "We will never forget this!"

It is said that they remained friends. The sailors went back to their homeland and told their strange and wonderful story, over and over. The captain and the spokesperson wrote to each other for years afterward. The captain left the navy to become a teacher of young children. The town's spokesperson travelled far and wide to talk to others about peace. The two stayed friends all their lives, and so did their children, and their children's children—generation after generation, they remained friends.